



CALIFORNIA STATE UNIVERSITY LONG BEACH 2016-2017 UNIVERSITY CATALOG



CALIFORNIA STATE UNIVERSITY, LONG BEACH

2016-2017 Undergraduate and Graduate Catalog

California State University, Long Beach Catalog
(USPS 702-100) May 2016, Volume 67
1250 Bellflower Boulevard, Long Beach, California 90840
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www.csulb.edu

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THE CALIFORNIA STATE UNIVERSITY

Welcome to the California State University (CSU) – the world’s largest comprehensive higher education system in the nation with 23 unique campuses serving more than 470,000 students with 47,000 employees statewide. Each year, the University awards more than 100,000 degrees. CSU graduates now total more than 3 million strong, and are serving as leaders in the industries that drive California’s economy, including business, agriculture, entertainment, engineering, teaching, hospitality and healthcare. Learn more at www.calstate.edu.

More than 50-year tradition of excellence

Since 1961, the CSU has provided an affordable, accessible, and high-quality education to 3 million graduates around the state of California. While each campus is unique based on its curricular specialties, location and campus culture, every CSU is distinguished for the quality of its educational programs. All campuses are fully accredited, provide a high-quality broad liberal educational program and offer opportunities for students to engage in campus life through the Associated Students, Inc., clubs and service learning. Through leading-edge programs, superior teaching and extensive workforce training opportunities, CSU students graduate with the critical thinking skills, industry knowledge and hands-on experience necessary for employment and career advancement.

Facts

- CSU faculty attract nearly \$540 million annually in research and education grants, and contracts by federal, state and regional agencies.
- Today, one of every 20 Americans with a college degree is a CSU graduate.
- One in every 10 employees in California is a CSU alumnus.
- The CSU awards 43 percent of the bachelor’s degrees earned in California.
- Almost half of all the nurses in the state earn their degrees from the CSU.
- The CSU awards 95 percent of the hospitality/tourism degrees in the state.
- Nearly half of all of the state’s engineers earn their degrees from the CSU.
- The CSU is the leading provider of teacher preparation programs in the state.
- The CSU offers more than 104 fully online and 69 hybrid degree programs and concentrations.
- The CSU offers 3,253 online courses to provide more educational options to students who may prefer an online format to a traditional classroom setting.
- The CSU’s growing online concurrent enrollment program gives students the ability to enroll in courses offered by other campuses in the CSU system.

- Over the past four years, the CSU has issued nearly 50,000 professional development certificates in education, health services, business and technology, leisure and hospitality, manufacturing, international trade and many other industries.
- Nearly half of the CSU’s 470,000 students are engaged in some type of community service, totaling 32 million hours of service annually.
- More than 11,000 students participate in STEM (science, technology engineering and mathematics) service-learning courses.
- For every \$1 that the state invests in the CSU, the University generates \$5.43 for California’s Economy.

Governance

The Board of Trustees, most of who are appointed by the governor and serve with faculty and student representatives, govern the system. The CSU Chancellor is the chief executive officer, reporting to the Board. The campus presidents serve as the campus-level chief executive officers. The Trustees, Chancellor and Presidents develop systemwide educational policy. The Presidents, in consultation with the Academic Senate and other campus stakeholder groups, render and implement local policy decisions.

CSU Historical Milestones

The Donahoe Higher Education Act established the individual California State Colleges as a system with a Board of Trustees and a Chancellor in 1960. In 1972, the system was designated as the California State University and Colleges, and in 1982 the system became the California State University. Today, the CSU is comprised of 23 campuses, including comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus—San José State University—was founded in 1857 and became the first institution of public higher education in California. The newest—CSU Channel Islands—opened in fall 2002, with freshmen arriving in fall 2003.

In 1963, the State Academic Senate was established to act as the official voice of CSU faculty in systemwide matters. Also, the California State College Student Presidents Association—which was later renamed the California State Students Association—was founded to represent each campus student association on issues affecting students.

Through its many decades of existence, the CSU has continued to adapt to address societal changes, student needs and workforce trends. While the CSU’s core mission has always focused on providing high-quality, affordable bachelor’s and master’s degree programs, over time the University has added a wide range of services and programs to support student success – from adding health centers and special programs for veterans to building student residential facilities to provide a comprehensive educational experience.

To improve degree completion and accommodate students working full- or part-time, the educational paradigm expanded to give students the ability to complete upper-division and graduate requirements through part-time, late afternoon, and evening study. The University also expanded its programs to include a variety of teaching and school service credential programs, specially designed for working professionals.

The CSU marked another significant educational milestone when it broadened its degree offerings to include doctoral degrees. The CSU independently offers educational doctorate (Ed.D.), Doctor of Physical Therapy (DPT), and Doctor of Nursing Practice (DNP) degree programs. A limited number of other doctoral degrees are offered jointly with the University of California and private institutions in California.

In an effort to accommodate community college transfer students, the CSU, in concert with the California Community Colleges, launched the Associate Degree for Transfer, which guarantees admission to the CSU with junior status for transfer students who earn the AA-T or AS-T degrees.

Always adapting to changes in technology and societal trends to support student learning and degree completion, the CSU initiated another milestone in 2013, when it launched CalState Online, a systemwide collection of services that support the delivery of fully online programs from campuses. Now, full-time students also have access to fully online courses offered at other CSU campuses.

By providing an accessible, hands-on education that prepares graduates for career success, the CSU has created a network of alumni that is so extensive and renowned that it spans across the globe. In 2014-15, the CSU celebrated The Class of 3 Million, the year-round campaign celebrating the 3 million alumni from all of CSU's campuses, including the Class of 2015.

The CSU strives to continually develop innovative programs, services and opportunities that will give students the tools they need to meet their full potential. With 23 campuses, 470,000 students and 47,000 faculty and staff, the CSU is committed to providing a quality higher education that prepares students to become leaders in the changing workforce.

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Welcome to The Beach

Welcome to California State University, Long Beach, one of the nation's most vibrant and successful public universities.

Here you will benefit from an exciting, rigorous learning environment that promotes global engagement and prepares you for the challenges and opportunities of tomorrow.

CSULB is characterized by exceptional academic programs, outstanding support services, dedicated faculty and a diverse student population. Our 322-acre campus provides an inviting collegiate atmosphere as well as state-of-the-art facilities.

We encourage you to take advantage of all the Beach has to offer.



UNIVERSITY

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Degrees, Options, Minors, Certificates, and Credentials

Program Title	Type of Program	Catalog Reference
3-D Media	Option, BFA in Art	Art
Accountancy	Option, BS in Business Administration/MS	Accountancy
Acting	Option, MFA in Theatre Arts	Theatre Arts
Administrative Services	Credential (Preliminary and Professional)	Educational Leadership
Aerospace Engineering	BS/MS	Mechanical and Aerospace Engineering
Africana Studies	BA/Minor/Certificate	Africana Studies
American Indian and Indigenous Studies	Certificate	American Indian Studies
American Studies	BA/Minor	American Studies
Anthropology	BA/Minor/MA	Anthropology
Anthropology, Applied	Option, MA in Anthropology	Anthropology
Applied Disability Studies	Certificate	Advanced Studies in Education Counseling
Art	BA/BFA/MA/MFA	Art
Art Education	Option, BA in Art	Art
Art History	Option, BA in Art	Art
Art Photography	Option, BFA in Art	Art
Asian American Studies	BA/Minor	Asian American Studies
Asian Studies	BA/MA/Certificate	Asian American Studies
Athletic Training	BS	Kinesiology
Basic Nursing	Option, BS in Nursing	Nursing
Biochemistry	BS/MS	Chemistry and Biochemistry
Biology	BS/Minor/MS	Biological Sciences
Biology Education	Option, BS in Biology	Biological Sciences
Biomedical and Clinical Engineering	Option, BS in Engineering	Electrical Engineering
Biomedical Art	Certificate	Art
Biotechnology	Certificate	Biological Sciences
Business Administration	BS/MBA/MBA-MFA in Theatre Management	College of Business Administration
Business Economics	BA	Economics
Ceramics	Option, BFA in Art	Art
Chemical Engineering	BS	Chemical Engineering
Chemistry	BA/BS/Minor/MS	Chemistry and Biochemistry
Chicano and Latino Studies	BA/Minor	Chicano and Latino Studies
Child Development and Family Studies	Option, BA in Family and Consumer Sciences/ Minor	Child Development and Family Studies
Chinese Studies	BA	Chinese Studies
Chinese Studies	Option	MA in Asian Studies
Choral-Voice Music	Option, BM	Music

Program Title	Type of Program	Catalog Reference
Civil Engineering	BS/MS	Civil Engineering and Construction Engineering Management
Classical Studies	Minor	Classics
Classics	BA	Classics
Coaching and Student-Athlete Development	Option, MA in Kinesiology	Kinesiology
Communication, Culture, and Public Affairs	Option, BA in Communication Studies	Communication Studies
Communication Studies	BA/MA/Minor	Communication Studies
Community College	Graduate Certificate	Educational Leadership
Community College - Higher Education	Specialization, EdD Educational Leadership	College of Education
Community Health Education	Option, BS in Health Science/MPH	Health Science
Comparative World Literature	BA/Minor	Comparative World Literature
Composition	Option, BM	Music
Computer Engineering	BS/Option, MS in Computer Science	Computer Engineering and Computer Science
Computer Engineering Technology	BS	Engineering Technology
Computer Science	BS/Minor/Option, MS in Computer Science	Computer Engineering and Computer Science
Computer Science Applications	Minor	Computer Engineering and Computer Science
Construction Management	BS	Civil Engineering and Construction Engineering Management
Consumer Affairs	Option, BA in Family and Consumer Sciences/Minor	Consumer Affairs
Counseling	MS	Advanced Studies in Education and Counseling
Creative Writing	Option, BA in English/Option, Minor/MFA	English
Criminology and Criminal Justice	BS/Minor/MS	School of Criminology
Curriculum and Instruction, Elementary Education	Option, MA in Education	Teacher Education
Curriculum and Instruction, Secondary Education	Option, MA in Education	Teacher Education
Dance	BA/BFA/Minor/MA/MFA	Dance
Dance Science	Option, BA in Dance	Dance
Design	BA	Design
Designated Subjects (Adult Education and Career Technical Education)	Credential	Teacher Education
Dietetics and Food Administration	BS	Family and Consumer Sciences
Drawing and Painting	Option, BFA in Art	Art
Dual Language Development	Option, MA in Education	Teacher Education
Early Childhood Education	Option, MA in Education	Teacher Education
Earth Science	BS	Geological Sciences
Economics	BA/Minor/MA	Economics
Education	MA	Advanced Studies in Education and Counseling / Teacher Education

Program Title	Type of Program	Catalog Reference
Education Specialist: Mild Moderate and Moderate/Severe Disabilities	Credential (Preliminary and Professional)	Advanced Studies in Education and Counseling
Educational Administration	Option, MA in Education	Educational Leadership
Educational Leadership	EdD	Educational Leadership
Educational Psychology	Option, MA in Education	Advanced Studies in Education and Counseling
Educational Technology and Media Leadership	Option, MA in Education	Advanced Studies in Education and Counseling
Electrical Engineering	BS/MS	Electrical Engineering
Electronics Engineering Technology	BS	Engineering Technology
Elementary and Middle School Science Education	Option, MS in Science Education	Science Education
Emergency Services Administration	MS	Emergency Management
Engineering	BS/MS	College of Engineering
Engineering and Industrial Applied Mathematics	PhD	College of Engineering
English	BA/Minor/MA	English
English Education	Option, BA in English	English
Entrepreneurship	Minor	Management and Human Resource Management
Environmental Engineering	Minor	College of Engineering
Environmental Science and Policy	BA/BS/Minor	Environmental Science and Policy
Event Planning and Management	Minor	Recreation and Leisure Studies
Exercise Physiology and Nutrition	Option, MS Kinesiology	Kinesiology
Exercise Science	Option, BS/MS in Kinesiology	Kinesiology
Family and Consumer Sciences	BA/MA	Family and Consumer Sciences
Family Life Education	Option, BA in Family and Consumer Sciences	Child Development and Family Studies
Fashion Design	Option, BA in Family and Consumer Sciences	Fashion Merchandising and Design
Fashion Merchandising	Option, BA in Family and Consumer Sciences/Minor	Fashion Merchandising and Design
Film and Electronic Arts	BA/Minor	Film and Electronic Arts
Finance	Option, BS in Business Administration/Minor	Finance
Fitness	Option, BS in Kinesiology	Kinesiology
Food Science	Option, BS in Dietetics and Food Administration/Minor	Food Science
Forensic Studies	Minor	School of Criminology
French and Francophone Studies	BA/Minor/MA	French
(French), Interdisciplinary	Option	French
Geographic Information Science	MS/Minor/Certificate	Geography
Geography	BA/Minor/MA	Geography
Geology	BS/Minor/MS	Geological Sciences
German	BA/Minor/MA	German
Gerontology	MS/Certificate	Gerontology
Global Logistics	MA	Global Logistics
Global Migration Studies	Minor	College of Liberal Arts

Program Title	Type of Program	Catalog Reference
Graphic Design	Option, BFA in Art	Art
Greek	Minor	Classics
Greek and Greek Civilization	Option, BA in Classics	Classics
Health Care Administration	BS/MS/Graduate Certificate	Health Care Administration
Health Science	BS/Minor	Health Science
Health Services (School Nurse)	Credential	Nursing
History	BA/Minor/MA	History
History and Literature	Option, BM	Music
Hospitality Management	BS/Minor	Hospitality Management
Human Development	BA/Minor	Human Development
Human Factors	Option, MS in Psychology	Psychology
Human Resources Management	Option, BS in Business Administration/Minor	Management and Human Resources Management
Illustration/Animation	Option, BFA in Art	Art
Individualized Studies	Option, MA in Kinesiology	Kinesiology
Industrial and Organizational Psychology	Option, MS in Psychology	Psychology
Industrial Design	BS	Design
Informal Science Education	Option, MS in Science Education	Science Education
Instrumental Music	Option, BM	Music
Interior Design	BFA	Design
International Business	Option, BS in Business Administration/Minor	International Business
International Economics	Minor	Economics
International Studies	BA/Minor	International Studies
Interpersonal and Organizational Communication	Option, BA in Communication Studies	Communication Studies
Italian Studies	BA/Minor/MA	Italian
Japanese	BA	Japanese
Japanese Language and Pedagogy	Option in MA	Asian Studies
Jewish Studies	BA/Minor	Jewish Studies
Journalism	BA/Minor	Journalism and Mass Communication
K-12 Physical Education - Teacher Education	Option, BA in Kinesiology	Kinesiology
Kinesiology	BA/BS/MA/MS	Kinesiology
Korean Language and Culture	Minor	Asian Language
Language and Culture	Option, MA in Linguistics	Linguistics
Latin	Minor	Classics
Latin American Studies	Minor/Certificate	Latin American Studies
Latin and Roman Civilization	Option, BA in Classics	Classics
Latino Health and Nutrition Studies	Graduate Certificate	College of Health and Human Services
Legal Studies	Certificate	Legal Studies
Liberal Arts	BA	College of Liberal Arts
Liberal Studies	BA/Credential	Liberal Studies
Linguistics	BA/Minor/MA	Linguistics

Program Title	Type of Program	Catalog Reference
Literature	Option, BA in English/Option, Minor in English	English
Management	Option, BS in Business Administration	Management and Human Resources Management
Management Information Systems	Option, BS in Business Administration/Minor	Information Systems
Marine Biology	BS	Biological Sciences
Marketing	Option, BS in Business Administration/Minor	Marketing
Marriage and Family Therapy	Option, MS in Counseling	Advanced Studies in Education and Counseling
Mathematical Economics and Economic Theory	Option, BA Economics	Economics
Mathematics	BS/Minor/MS	Mathematics and Statistics
Mathematics Education	Option, BS/MS in Mathematics	Mathematics and Statistics
Mathematics Education	Option, MA in Education	Teacher Education
Mathematics, Applied	Option, BS/MS in Mathematics/Minor	Mathematics and Statistics
Mechanical Engineering	BS/MS	Mechanical and Aerospace Engineering
Medieval and Renaissance Studies	Minor/Certificate	Medieval and Renaissance Studies
Microbiology	BS/Minor/MS	Biological Sciences
Middle Eastern Studies	Minor	History
Molecular Cell Biology and Physiology	Option, BS in Biology	Biology
Multiple Subject Credential	Credential	Teacher Education
Museum Studies	Graduate Certificate	Art
Music	BA/BM/Minor/MA/MM	Music
Music-Choral Voice, Composition, History and Literature, Instrumental, Performance	Options, BM in Music	Music
Narrative Production	Option, BA in Film and Electronic Arts	Film and Electronic Arts
Native American Cultures	Minor	American Indian Studies
Nurse Education	Graduate Certificate	Nursing
Nurse Practitioner	Graduate Certificate	Nursing
Nursing	BS/MS/MS-MPH/MS-MS in Health Care Administration	Nursing
Nursing Practice	DNP	Nursing
Nutrition and Dietetics	Option, BS in Dietetics and Food Administration	Nutrition and Dietetics
Nutritional Science	MS	Family and Consumer Sciences
Operations and Supply Chain Management	Option, BS in Business Administration	Management and Human Resources Management
Organismal Biology	Option, BS in Biology	Biology
P-12 Education	Specialization, EdD in Educational Leadership	College of Education
Peace and Social Justice Studies	Certificate	Peace Studies
Performance-Music	Option, BM in Music	Music
Performance-Theatre	Option, BA in Theatre Arts	Theatre Arts
Philosophy	BA/Minor/MA	Philosophy
Physical Education, Adapted	Option, MA in Kinesiology/Credential	Kinesiology
Physical Education- Teacher Education	Option, BS in Kinesiology	Kinesiology
Physical Therapy	DPT	Physical Therapy
Physiology	Minor	Biology

Program Title	Type of Program	Catalog Reference
Physics	BA/BS/Minor/MS	Physics and Astronomy
Physics, Applied	Option, MS Physics	Physics and Astronomy
Political Science	BA/Minor/MA	Political Science
Printmaking	Option, BFA in Art	Art
Professional Physics	MS	Physics and Astronomy
Psychological Research	Option, MA Psychology	Psychology
Psychology	BA/Minor/MA/MS	Psychology
Public Administration	MPA	Public Policy and Administration
Public Administration in Political Science	Minor	Political Science
Public Health	MPH	Health Science
Public Management Analyst	Graduate Certificate	Public Policy and Administration
Public Policy	Minor	Political Science
Public Relations	Minor	Journalism
Public Sector Employer-Employee Relations and Personnel Management	Graduate Certificate	Public Policy and Administration
Public Sector Financial Management	Graduate Certificate	Public Policy and Administration
Public Works Administration	Option, Master of Public Administration	Public Policy and Administration
Queer Studies	Minor	Women's Gender and Sexuality Studies
Reading/Language Arts	Certificate	Teacher Education
Recreation	BA/Minor/MS	Recreation and Leisure Studies
Recreation Therapy	Option, BA in Recreation/Certificate	Recreation and Leisure Studies
Registered Nurse	Option, BS in Nursing	Nursing
Religious Studies	BA/Minor/MA/Certificate	Religious Studies
Rhetoric and Composition	Option, BA in English/Option, Minor in English	English
ROTC, Army	ROTC	Military Science
Russian	Minor	Russian
School Counseling	Option, MS in Counseling/ Credential, Pupil Personnel Services	Advanced Studies in Education and Counseling
School Health Education	Option, BS in Health Science	Health Science
School Psychology	Pupil Personnel Services/EdS	Nursing
School Social Work and Child Welfare and Attendance	Credential, Pupil Personnel Services	Social Work
Science Education	MS	Science Education
Sculpture	Option, BFA in Art	Art
Secondary Science Education	Option, MS in Science Education	Science Education
Service in Public Education Speech-Language Pathology Services	Credential	Speech Language Pathology
Single Subject Credential	Credential	Single Subject Teacher Education
Social and Cultural Analysis of Education	Option, MA in Education	Advanced Studies in Education and Counseling
Social Work	BA/MSW	Social Work

Program Title	Type of Program	Catalog Reference
Sociology	BA/Minor/MA	Sociology
Spanish	BA/Minor/MA	Spanish
Special Education	MS	Advanced Studies in Education and Counseling
Speech-Language Pathology	BA/MA	Speech Language Pathology
Sport and Exercise Psychology	Option, MS in Kinesiology	Kinesiology
Sport Psychology and Leadership	Option, BS in Kinesiology	Kinesiology
Sports Medicine and Injury Studies	Option, MS in Kinesiology	Kinesiology
Statistics	Option, BS in Mathematics/Minor	Mathematics and Statistics
Statistics, Applied	MS	Mathematics and Statistics
Student Development in Higher Education	Option, MS in Counseling	Educational Leadership
Studio Art	Option, BA in Art	Art
Supply Chain Management	MS	Management and Human Resources Management
Teacher Librarian Services	Credential	Advanced Studies in Education and Counseling
Teaching English to Speakers of Other Languages	Minor, Option, MA in Linguistics/Graduate Certificate	Linguistics
Professional Writing	Certificate	English
Technical Theatre	Options, BA/MFA in Theatre Arts	Theatre Arts
Textiles	Minor	Fashion Merchandising and Design
Theatre Arts	BA/Minor/MFA	Theatre Arts
Theatre Management	Option, MFA in Theatre Arts/ MBA-MFA in Theatre Management	Theatre Arts
Theory and Practice of Cinema	Option, BA in Film and Electronic Arts	Film and Electronic Arts
Therapeutic Recreation	Certificate	Recreation and Leisure Studies
Urban Affairs	Option, Master of Public Administration	Public Policy and Administration
Urban Studies	Certificate	Geography
Web Technologies and Applications	Minor/Certificate	Computer Engineering and Computer Science
Wilderness Studies	Certificate	Kinesiology
Women's, Gender, and Sexuality Studies	BA/Minor	Women's, Gender, and Sexuality Studies

Course Prefixes and Definitions

Course Prefix	Definition	Catalog Reference
AAAS	Asian and Asian American Studies	Asian and Asian American Studies
ACCT	Accountancy	Accountancy
ADED	Adult Education	Teacher Education
AFRS	Africana Studies	Africana Studies
AH	Art History	Art
AIS	American Indian Studies	American Indian Studies
ALI	American Language Institute	English
ALP	American Language Program	English
AMST	American Studies	American Studies
ANTH	Anthropology	Anthropology
ARAB	Arabic	Romance, German, Russian Languages and Literatures
ART	Art	Art
ASAM	Asian American Studies	Asian and Asian American Studies
A/ST	Asian Studies	Asian and Asian American Studies
ASLD	American Sign Language	Linguistics
ASTR	Astronomy	Physics
ATEP	Athletic Training Education Program	Kinesiology
ATHL	Athletics	Athletics
BIOL	Biology	Biological Sciences
BLAW	Business Law	College of Business Administration
BME	Biomedical Engineering	College of Engineering
CAFF	Consumer Affairs	Consumer Affairs
CBA	College of Business Administration	College of Business Administration
C D	Communicative Disorders (Speech-Language Pathology)	Speech Language Pathology
CDFS	Child Development and Family Studies	Child Development and Family Studies
C E	Civil Engineering	Civil Engineering and Construction Engineering Management
CECS	Computer Engineering and Computer Science	Computer Engineering and Computer Science
CEM	Construction Engineering Management	Civil Engineering
CH E	Chemical Engineering	Chemical Engineering
CHEM	Chemistry and Biochemistry	Chemistry and Biochemistry
CHIN	Chinese	Chinese Studies
CHLS	Chicano and Latino Studies	Chicano and Latino Studies
C/LA	College of Liberal Arts	College of Liberal Arts
CLSC	Classics	Classics
COMM	Communication Studies	Communication Studies
COTA	College of the Arts	College of the Arts

COUN	Counseling	Advanced Studies in Education and Counseling
CRJU	Criminal Justice	Criminal Justice
CTED	Career Technical Education	Teacher Education
CWL	Comparative World Literature	Comparative World Literature
DANC	Dance	Dance
DESN	Design	Design
DPT	Doctor of Physical Therapy	Physical Therapy
ECON	Economics	Economics
EDAD	Education Administration	Educational Leadership
EDCI	Education - Curriculum and Instruction	Teacher Education
EDEC	Education - Early Childhood	Teacher Education
EDEL	Education - Elementary	Teacher Education
EDLD	Educational Leadership Doctorate	Educational Leadership
EDME	Mathematics Education	Teacher Education
EDMS	Education Middle School	Teacher Education
ED P	Educational Psychology	Advanced Studies in Education and Counseling
EDRG	Education - Reading	Teacher Education
EDSE	Education - Secondary	Teacher Education
EDSP	Education Specialist	Advanced Studies in Education and Counseling
EDSS	Education - Single Subject	Single Subject Teacher Education
E E	Electrical Engineering	Electrical Engineering
ELIB	Educational Library	Advanced Studies in Education and Counseling
EMER	Emergency Management	Emergency Management
ENGL	English	English
ENGR	Engineering	Engineering
EOP	Educational Opportunity Program	University Courses
ES P	Environmental Science and Policy	Environmental Science and Policy
ESM	Early Start Mathematics	Mathematics and Statistics
ESW	Early Start Writing	English
E T	Engineering Technology	Engineering Technology
ETEC	Educational Technology	Advanced Studies in Education and Counseling
FCS	Family and Consumer Sciences	Family and Consumer Sciences
FCSE	Family and Consumer Sciences Education	Family and Consumer Sciences Education
FEA	Film and Electronic Arts	Film and Electronic Arts

Course Prefix	Definition	Catalog Reference
FIL	Filipino	Asian and Asian American Studies
FIN	Finance	Finance
FMD	Fashion Merchandising and Design	Fashion Merchandising and Design
FREN	French	French
FSCI	Food Science	Food Science
GBA	Graduate Business Administration	College of Business Administration
GEOG	Geography	Geography
GEOL	Geology	Geology
GERM	German	German
GERN	Gerontology	Gerontology
GISC	Geographic Information Science	Geography
GK	Greek	Classics
GLG	Global Logistics	Global Logistics
G S	Graduate Studies	Graduate Degrees
HCA	Health Care Administration	Health Care Administration
HDEV	Human Development	Human Development
HEBW	Hebrew	Jewish Studies
HFHM	Hospitality Management	Hospitality Management
HHS	Health and Human Services	College of Health and Human Services
HIST	History	History
HRM	Human Resources Management	Management and Human Resources Management
H SC	Health Science	Health Science
INTL	International Education	University Courses
I S	Information Systems	Information Systems
I/ST	International Studies	International Studies
ITAL	Italian	Italian
JAPN	Japanese	Japanese
JOUR	Journalism	Journalism and Mass Communication
KHMR	Cambodian	Asian Languages
KIN	Kinesiology	Kinesiology
KOR	Korean	Asian Languages
LAS	Latin American Studies	Latin American Studies
LAT	Latin	Classics
LING	Linguistics	Linguistics
L/ST	Liberal Studies	Liberal Studies
MAE	Mechanical and Aerospace Engineering	Mechanical and Aerospace Engineering
MAPB	Mathematics Prebaccalaureate	Mathematics and Statistics
MATH	Mathematics and Statistics	Mathematics and Statistics
MGMT	Management	Management and Human Resources Management

MICR	Microbiology	Biological Sciences
MKTG	Marketing	Marketing
MSPP	MS in Professional Physics	Physics and Astronomy
M S	Military Science	Military Science
MSEM	MS Engineering Management	College of Engineering
Course Prefix	Definition	Catalog Reference
MTED	Mathematics Education	Mathematics and Statistics
MUS	Music	Music
NRSG	Nursing	Nursing
NSCI	Natural Sciences	College of Natural Sciences and Mathematics
NUTR	Nutrition and Dietetics	Nutrition and Dietetics
OSI	Ocean Studies Institute	Ocean Studies Institute
PHIL	Philosophy	Philosophy
PHSC	Physical Science	Physics and Astronomy
PHYS	Physics	Physics and Astronomy
PORT	Portuguese	Romance, German, Russian Languages and Literatures
POSC	Political Science	Political Science
PPA	Public Policy and Administration	Political Science
PSY	Psychology	Psychology
P T	Physical Therapy	Physical Therapy
REC	Recreation	Recreation and Leisure Studies
RGR	Romance German Russian Language	Romance, German, Russian Languages and Literatures
R/ST	Religious Studies	Religious Studies
RUSS	Russian	Russian
SCAE	Social and Cultural Analysis of Education	Advanced Studies in Education and Counseling
SCED	Science Education	Science Education
SCM	Supply Chain Management	Management and Human Resources Management
SDHE	Student Development in Higher Education	Educational Leadership
S/I	Supplemental Instruction	University Courses
SOC	Sociology	Sociology
SPAN	Spanish	Spanish
SRL	Student Recreation and Leadership	Student Recreation and Leadership
STAT	Statistics	Mathematics and Statistics
S W	Social Work	Social Work
TGLG	Tagalog	Asian Languages
THEA	Theatre Arts	Theatre Arts
UDCP	Urban Dual Credential Program	Liberal Studies
UHP	University Honors Program	University Honors Program
UNIV	University	University Courses
VIET	Vietnamese	Asian Languages

WGSS	Women's, Gender, and Sexuality Studies	Women's, Gender, and Sexuality Studies
WPE	Writing Proficiency Examination Preparation and Review	University Courses

ADMISSION TO CSULB

Choosing CSULB

CSULB's core academic mission is to graduate students with highly valued degrees. California State University, Long Beach is a nationally renowned public research university that values academic excellence, diversity and community engagement.

University Outreach and School Relations (UOSR) is the university's student recruitment and guest relations office and the primary contact point for prospective students seeking information about CSULB's admission processes, academic departments, student-support programs, and campus life.

UOSR provides application workshops for high school and transfer prospective students, adult re-entry workshops, and educational awareness programs for elementary and middle school students. UOSR also offers guided campus tours and specialized campus visits for K-12 students, parents, counselors and community groups. We encourage prospective students to explore the campus and visit our website at www.csulb.edu.

For more information, call (562) 985-5358, go to www.csulb.edu/outreach or visit the UOSR Office at Brotman Hall, Room 289.

Admissions Procedures and Policies

Requirements for admission to California State University, Long Beach are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available at www.csumentor.edu/planning/.

Electronic versions of the CSU undergraduate and graduate applications are accessible at www.csumentor.edu. The CSUMentor system allows students to browse through general information about CSU's 23 campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applying online via www.csumentor.edu is expected unless electronic submission is impossible. An acknowledgement will be sent when online applications have been submitted. Application in "hard copy" form may be obtained online via www.csumentor.edu as a portable data format (PDF). Application forms (in PDF) may also be downloaded from www.calstate.edu/sas/publications. [Paper applications should be mailed to the campus admission office(s).]

Importance of Filing Complete, Accurate, and Authentic Application Documents

CSU, Long Beach advises prospective students that they must supply complete and accurate information on the application for admission, residency questionnaire, and financial aid forms. Further, applicants must, when requested, submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (Section 41301, Article 1.1, of Title

5, California Code of Regulations).

Undergraduate Application Procedures

Prospective students applying for part-time or full-time undergraduate programs of study must submit a completed undergraduate application. The \$55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" or by credit card and may not be transferred or used to apply to another term. An alternate major may be indicated on the application. The applications of persons denied admission to an impacted campus may be re-routed to another campus at no cost, but only if the applicant is CSU eligible.

Readmission

Students who break attendance by not enrolling in classes each semester, and who have not filed for educational leave, must reapply for admission. Transcripts of work completed elsewhere during the absence must also be submitted. Students who left under academic disqualification must submit a "Reinstatement Petition" and an "Application for Reinstatement" with their completed application prior to June 1 for the Fall semester or November 1 for the Spring semester.

Impacted Programs

The CSU designates programs as impacted when more applications from regularly eligible applicants are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus on which they are offered; others are impacted only at a few campuses. Candidates for admission must meet all of the campus' specified supplementary admission criteria if applying to an impacted program or campus.

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and program impaction will be available at the following websites:

- www.csumentor.edu
- www.calstate.edu/impactioninfo.shtml
- www.calstate.edu/sas/impaction-campus-info.shtml

Campuses will communicate supplementary admission criteria for all impacted programs to high schools and community colleges in their service area and will disseminate this information to the public through appropriate media. This information will also be published at the CSU campus individual website and made available online at www.calstate.edu.

Applicants must file applications for admission during the initial filing period. Applicants who wish to be considered at more than one campus must file an application at each campus for which they seek admission consideration.

Supplementary Admission Criteria

Each campus with impacted programs or admission categories uses supplementary admission criteria in screening applicants. Supplementary criteria may include

rank-ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on verification of AA-T or AS-T degree, the overall transfer grade point average (GPA), completion of specified prerequisite courses, and a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT. For fall admission, applicants should take tests as early as possible, but no later than November or December of the preceding year.

The supplementary admission criteria used by the individual campuses to screen applicants are made available by the campuses to all applicants seeking admission to an impacted program. Details regarding the supplemental admission criteria are published at www.calstate.edu/impactioninfo.shtml.

Application Filing Periods

<u>Terms</u>	<u>Applications First Accepted</u>	<u>Initial Filing Period</u>
Summer	February 1	February 1 - 28
Fall	October 1	Oct 1 - Nov 30
Winter	June 1	June 1 - 30
Spring	August 1	August 1-31

Filing Period Duration

Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category due to overall enrollment limits. Students applying after the initial filing period should consult the campus admissions office for current information. Similar information is conveniently available at www.csumentor.edu/filing_status.

Application Acknowledgment

On-time applicants may expect to receive an acknowledgment from the campuses to which they have applied within two to four weeks of filing the application. The notice may also include a request that applicants submit additional records necessary to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements, and in the case of admission impactation, supplemental criteria for admission to an impacted program. Unless specific written approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

Undergraduate Requirement Deadlines

Prior to matriculation (official registration as a CSULB-admitted student), students must complete, by published deadlines, admission requirements — including subject requirements, unit minimums, grade-point averages, final transcript and testing requirements. Refer to the Enrollment Services web site (www.csulb.edu/enrollment) for current requirements.

Intrasystem and Intersystem Enrollment Programs

Fully matriculated students enrolled at any CSU campus have access to courses at other CSU campuses on a space available basis unless those campuses/programs are impacted. This access is offered without students being required to be formally admitted to the host campus and in

most cases without paying additional fees. Students should consult their home campus academic advisors to determine how such courses may apply to their specific degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from the Office of Enrollment Services.

CSU Fully Online Courses – Matriculated students in good standing may request enrollment in one course per term, offered by a CSU host campus. Enrollment requests will be granted based on available space, as well as completion of any stated prerequisites. Credit earned at the host campus is electronically reported to the student's home campus to be included on the student's transcript at the home campus.

CSU Visitor Enrollment – matriculated students in good standing enrolled at one CSU campus may enroll on a space available basis at another CSU campus for one term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

Intersystem Cross Enrollment – matriculated CSU, UC, or community college students may enroll on a "space available" basis for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus.

Concurrent Enrollment Within the CSU

All CSULB students wishing to enroll concurrently at CSULB and one of the other 23 California State University campuses must request permission to do so from the Office of Enrollment Services. Concurrent enrollment within the California State University system is limited to students who have completed a minimum of 12 units at CSULB, have a minimum 2.0 grade-point average, are in good academic standing and have paid fees at CSULB for 12 units or more regardless of the total number of units earned at both campuses. No additional fees may be collected after the last day to add classes. Concurrent Enrollment is subject to space availability and registration priority policies at the host campus.

No graduate student may register concurrently at this and any other collegiate institution without advance permission. Permission may be given for concurrent enrollment at CSULB and other institutions if recommended by the department graduate advisor and approved by the Dean of the appropriate college. Forms for concurrent enrollment may be obtained from the college office. When such permission is granted, the academic load at CSULB must be reduced accordingly.

Visitor Enrollment Within the CSU

Students enrolled in any CSU campus may apply to transfer temporarily to another CSU campus in Visitor status, if they have (1) completed 12 units at the home campus, (2) have earned at least a 2.0 cumulative GPA at the home campus, (3) are in good academic standing at the home campus, and (4) are eligible to register under continuing status at the home campus. Approval for visitor enrollment is valid for one term only and is subject to

the host campus policies including application deadlines, space availability, and registration priority. Details and Visitor Enrollment Applications are available at the Office of Enrollment Services. Students from other CSU campuses seeking visitor status at CSULB must also contact their home registration office for additional information.

Enrollment of Non-matriculated Students

Applicants not admissible at this time under any of the preceding categories could enroll in another institution, such as a community college, to prepare for admissibility at a future date. Non-matriculated students may be able to avail themselves of programs in the College of Continuing and Professional Education.

Open University (Concurrent Enrollment) — Through Open University, students who are NOT matriculated in CSULB may take regular university classes during spring or fall semesters for academic credit on a "space available" basis with permission of the department chair and the course instructor. Open University enrollment does NOT constitute admission to CSULB. For more information call the College of Continuing and Professional Education at (562) 985-5561.

Summer Sessions, May Intersession, and Winter Session Students

Summer, May, and Winter Session enrollment is open to all matriculated CSULB students and all non-matriculated students such as prospective students, students from other colleges and universities, and interested individuals from the community. No application or admissions process is required for summer and winter registration.

CSULB does not admit matriculated students to start in the Winter, May, or Summer Session. Registration in Winter, May, or Summer as a non-matriculated student does not ensure the privilege of enrolling in the fall or spring semester as a matriculated student. To register for Winter, May, or Summer Session courses, students should contact the College of Continuing and Professional Education at (800) 963-2250.

Freshman Applicants

Preparation and Eligibility

California State University, Long Beach continues to be the 'University of Choice' for a talented and diverse group of California's best and brightest students. CSULB continues to receive more first-time freshman applicants than can be accommodated. To maintain the academic quality of CSULB academic programs and services, supplemental admissions criteria; are applied to first-time freshman applicants. First-time freshmen must:

- Apply on time. Apply between October 1 and November 30.
- Take the SAT 1 or ACT no later than December and request scores be sent to CSULB as soon as they are available.
- Complete the CSU required 15 unit college preparatory "a-g" subjects prior to graduation.
- Perform well – earn the best grades possible (including the senior year).
- Pursue a back up plan should they not be offered admission to CSULB.

The offer of admission is confirmed when the university

verifies that applicants have a CSULB qualifiable minimum eligibility index and will have completed the comprehensive pattern of college preparatory "a-g" subjects.

Eligibility Index

The eligibility index is the combination of the high school grade-point average and scores on either the ACT or the SAT. Grade-point averages (GPA) are based on grades earned in courses taken during the final three years of high school. Included in calculation of GPA are grades earned in all college preparatory "a-g" subject requirements with bonus points for approved honors courses (excluding physical education and military science).

Up to eight semesters of honors courses taken in the last two years of high school, including up to two approved courses taken in the tenth grade, can be accepted. Each unit of "A" in an honors course will receive a total of 5 points; with 4 points for a "B;" and 3 points for a "C."

A CSU Eligibility Index (EI) can be calculated by multiplying a grade-point average by 800 and adding the total of *the mathematics and critical reading scores* of the SAT. Students who took the ACT, multiply the grade-point average by 200 and add ten times the ACT composite score. Persons who are California high school graduates (or residents of California for tuition purposes) need a minimum index of 2900 using the SAT I or 694 using the ACT to be considered for admission.

For admission to terms during the 2016-2017 college year, the university has no plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

Persons who neither graduated from a California high school nor are residents of California for tuition purposes, need a minimum index of 3502 (SAT) or 842 ACT.

California State University, Long Beach requires all applicants for freshman admission to submit test scores from the SAT I or ACT, regardless of their high school grade-point average. No freshman applicants will be admitted who have not submitted the required test scores.

Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

Subject Requirements

The California State University requires that first-time freshman applicants complete, with grades of "C" or higher, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school.

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government
- 4 years of English
- 3 years of math (algebra, geometry and intermediate algebra)
- 2 years of laboratory science (1 biological & 1 physical, both must have laboratory instruction)
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence)
- 1 year of visual and performing arts: art, dance, drama/theater, or music
- 1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other

courses approved and included on the UC/CSU “a-g” list

Foreign Language Waiver

The foreign language subject requirement may be satisfied by applicants who demonstrate competence in a language other than English equivalent to or higher than that expected of students who complete two years of foreign language study. Students should consult with their school counselor or any CSU campus admission or relations with schools office for further information.

Special Admission Consideration for Students with Disabilities

The Special Admission process is a means by which applicants, who may not meet the California State University Long Beach (CSULB) admission requirements due to disability, but who are “**otherwise qualified**,” may request special consideration for admission. The Disabled Student Services (DSS) Special Admission Committee facilitates this process by consulting with Enrollment Services while providing additional information about each applicant's special circumstances. It is the committee's function to evaluate disability documentation using guidelines established by the California State University (CSU) system. All applicants are reviewed on a case-by-case basis. For more information call (562) 985-4430 or visit www.csulb.edu/sbp.

High School Students — Young Scholars Program

High school students may be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given specific program and does not constitute a right to continued enrollment. More information is available from the Office of University Outreach and School Relations at (562) 985-5358 or www.csulb.edu/outreach.

Honors Courses

Grades; in up to eight semester courses designated as honors courses in approved subjects and taken in the last two years of high school, receive additional points in grade-point average calculations. Each unit of A in approved courses will receive a total of 5 points; B, 4 points; C, 3 points; D, 1 point; and none for F grades.

Provisional Admission

California State University, Long Beach may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned coursework for the senior year. The campus will monitor the final terms of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. Official high school transcripts must be received prior to deadline set by the University. In no case may documentation of high school graduation be received any later than the census date for a student's first term of CSU enrollment. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts and cancel any University registration for students who

are found to be ineligible after the final transcript has been evaluated.

Applicants will qualify for regular (non-provisional) admission when the University verifies that they have graduated and received a diploma from high school, have a qualifiable minimum eligibility index, have completed the comprehensive pattern of college preparatory “a-g” subjects, and, if applying to an impacted program or campus, have met all supplementary criteria.

The CSU uses only the ACT composite score or the SAT mathematics and critical reading scores in its admission eligibility equation. The SAT or ACT writing scores are not currently used by CSU campuses.

Transfer Policies of CSU Campuses

Most commonly, college level credits earned from an institution of higher education accredited by a regional accrediting agency are accepted for transfer to campuses of the CSU; however, authority for decisions regarding the transfer of undergraduate credits is delegated to each CSU campus.

California Community Colleges and other authorized certifying institutions can certify up to 39 semester (58.5 quarter) units of General Education-Breadth (GE-Breadth) or 37 semester (55.5 quarter) units of the Intersegmental General Education Transfer Curriculum (IGETC) for transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer.

“Certification” is the official notification from a California Community College or authorized institution that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) certification course lists for particular community colleges can be accessed at www.assist.org.

CSU campuses may enter into course-to-course or program-to-program articulation agreements with other CSU campuses and any or all of the California Community Colleges, and other regionally accredited institutions. Established CSU and California Community College articulations may be found on www.assist.org. Students may be permitted to transfer no more than 70 semester (105 quarter) units to a CSU campus from an institution that does not offer bachelor's degrees or their equivalents, for example, community colleges. Given the university's 30-semester (45-quarter) unit residency requirement, no more than a total of 90-semester (135-quarter) units may be transferred into the University from all sources.

Transfer Requirements

Applicants who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower-division transfer students. Applicants who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students. Applicants who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet the CSU minimum eligibility requirements for first-time freshman admission. Transferable courses are those designated for baccalaureate credit by the college or University offering the courses and accepted as such by the campus to which the applicant seeks admission.

Lower Division Transfer Requirements

Generally, applicants will qualify for CSU admission consideration as a lower-division transfer if they have a cumulative grade point average of at least 2.0 in all transferable units attempted.

1. Will meet the freshman admission requirements (grade point average and subject requirements) in effect for the term to which they are applying (see “Freshman Requirements” section); or
2. Were eligible as a freshman at the time of high school graduation except for missing college preparatory subject requirements, have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subject requirements with a 2.0 or better GPA.

Applicants who graduated from high school prior to 1988 should contact the admission office to inquire about alternative admission programs.

Lower-division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways:

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.
2. Complete appropriate college courses with a C or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
3. Earn acceptable scores on specified examinations, e.g., SAT subject tests.

Please consult with the CSU campus admission office, to which you are applying for further information about alternative ways to satisfy the subject requirements.

Due to increased enrollment demands, most CSU campuses do not admit lower-division transfer applicants.

Upper-Division Transfer Requirements

Generally, applicants will qualify for consideration for upper-division transfer admission if they meet all of the following requirements:

1. Cumulative grade point average of at least 2.0 in all transferable units attempted;
2. In good standing at the last college or university attended; and
3. Completed at least sixty (60) transferable semester (90 quarter) units of college level coursework with a grade point average of 2.0 or higher and a grade C or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking, and quantitative reasoning, e.g. mathematics.

The 60 units must include at least 30 units of courses which meet CSU general education requirement, including all of the general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/quantitative

reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Associate Degrees for Transfer (AA-T or AS-T)

The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees offered at the California Community Colleges (CCC) are designed to provide California Community College students a clear transfer preparation and admission pathway to those CSU degree majors deemed similar. Those students who complete these transfer degrees and who are admitted to a similar CSU major program or option for that discipline will be able to complete the Baccalaureate Degree within 60 semester or 90 quarter units providing that all remaining required courses are completed successfully without a break in attendance and providing that no supplemental courses for minors or areas of emphasis are undertaken.

California Community College students who earn an associate degree for transfer (AA-T or AS-T) are guaranteed admission with junior standing to the California State University but not to any particular campus or program. Because several CSU campuses are receiving more transfer applications from eligible students than can be accommodated, these campuses have declared impaction resulting in higher admission criteria. See more on impaction at www.calstate.edu/SAS/impactioninfo.shtml. However, transfer students who earn the AA-T or AS-T degrees, are given priority admission over other transfer applicants when applying to a non-impacted CSU campus or to a non-impacted program from a community college within the local admission area of the campus. These students are also given priority admission consideration when applying from a community college that is outside the local admission area of an impacted CSU campus or when applying to a similar program that is impacted at any CSU campus. A current list of CSU degree programs that have been deemed similar to the associate degrees for transfer can be found at www.calstate.edu/transfer/adt-search.

Those students who earn associate degrees for transfer and apply to a CSU campus but cannot be admitted due to impaction will be redirected to another CSU campus and offered admission for the same term. In order to qualify for the priority admission guarantee, transfer applicants must be conferred an approved Associate Degree for Transfer (AA-T/AS-T) by a California Community College, must apply for admission to California State University campuses for an open term by the published deadline, submit all requested transcripts and documents, meet CSU admission eligibility requirements for the campus and/or program, and must comply with any other prescribed admission requirements. It is the responsibility of these transfer students to provide documentation about the completion of the degree to each CSU campus that has received an application for admission.

Provisional Admission

California State University, Long Beach may provisionally or conditionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All

accepted applicants are required to submit an official transcript of all college level work completed. Campuses may rescind admission for any student who is found to be ineligible after the final transcript has been evaluated. In no case may such documents be received and validated by the University any later than a student's registration for their second term of CSU enrollment.

International Student Applicants

The International Admissions component of the Center for International Education assists academically eligible international students to apply for admission to the University, and advises them of CSULB's financial, immigration and English language requirements. Throughout the students' attendance, the International Student Services staff is involved in their registration, evaluation of transfer credit, changes of majors, and graduation checks. Students are also counseled regarding their field of study requirements, which vary at both the undergraduate and graduate levels.

International (Foreign) Admission Requirements

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. temporary visas as students, exchange visitors, or in other nonimmigrant classifications. Application requests and questions should be directed to International Admissions (cie-admission@csulb.edu), located in the Center for International Education (BH 201).

The CSU uses separate requirements and application filing dates in the admission of international students. Verification of English proficiency (see the section on the English Language Requirement for undergraduate applicants) and academic performance are each important considerations for admission.

International students need to complete the International application on CSUMentor (www.csumentor.edu). The following documents are required:

1. International application form;
2. \$55.00 application processing fee;
3. Affidavit of support from financial sponsor;
4. Bank statement/letter from financial sponsor;
5. Proof of acceptable English proficiency;
6. Official academic documents and certified English translations;
7. ACT or SAT (required for student athletes and graduates of U.S. high schools);

Once all the documents are submitted to the International Admission Office, eligibility for admission will be determined based on English proficiency and academic history, as well as other considerations. Graduate applications will also be forwarded to the graduate departments for review. Once admitted, international students will receive pre-arrival, arrival, and orientation information, and the appropriate immigration form and instructions on how to legally enter and/or remain in the U.S.:

The Department of Homeland Security (DHS) requires that international students be aware of and follow DHS regulations to remain legally in the U.S. for the duration of

their academic status. International students on "F" and "J" visas must be enrolled as full time students. Courses taken through the College of Continuing and Professional Education at CSULB or courses taken concurrently at other colleges may only count toward full time status when approved in advance of course registration by the Center for International Education. Questions about DHS policies may be directed to the Center for International Education.

TOEFL Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction, must present a minimum score (Paper: 500, iBT: 61) unless the applicant:

1. has proof of at least three years attendance at a secondary level educational institution in a country where English was the principal language of instruction.* CSULB interprets "where English was the principal language of instruction" to mean that a school is located in a country where English is the native language (the daily medium of communication of the majority of residents is English), and that the students receive academic instruction in all subjects (except foreign language courses) at all levels of education in English, or
2. completed at least 60 transferable units from accredited U.S. community colleges and/or universities and earned a grade of A, B, or C in English 100 or its equivalent*, or
3. successfully completed Level 4 of CSULB's American Language Institute's Intensive English Language Program.*
4. presents a minimum score of 5.5 in each sub-section on the International English Language Testing System (IELTS).
5. presents a minimum score of 43 on the Pearson Test of English.
6. presents a minimum score of Pre-1 on the EIKEN Test.

Undergraduate applicants who are U.S. Citizens or Permanent Residents of the U.S. and who are subject to the above TOEFL requirement may submit results from the English Language Proficiency Test (ELPT) in lieu of TOEFL. A score of 954 on the ELPT is required of such applicants.

EXCEPTION: Applicants applying for Film and Electronic Arts, which requires a 550 TOEFL score, and Journalism, which requires a 600 TOEFL score, will not be waived from the TOEFL requirement.

*For this exemption to remain valid, once having met the exemption, the student must not have left the U.S.A. for more than two years to reside or study in a country where English is not the predominant language of business, education and day-to-day societal functions.

Insurance Requirement

Effective August 1, 1995, as a condition of receiving an I-20 or DS-2019 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Department of State and NAFSA:

Association of International Educators. The campus President or designee will determine which insurance policies meet these criteria. Further information may be obtained from the Center for International Education, Brotman Hall 201, (562) 985-4106.

Special Consideration

A very limited number of applicants who do not meet regular admission requirements may be considered by the University through an alternate screening process. As part of this review, admission may be offered based on institutional interests, special talents, or special circumstances. The authority to grant special admission is delegated to the Associate Vice President for Enrollment Services based on the recommendations of the appropriate campus committees.

Admission as a Candidate for a Second Baccalaureate Degree

CSULB accepts applicants for a second B.A./B.S. in science, math, engineering, foreign languages and nursing. Candidates for a second baccalaureate degree should apply using the graduate application.

Graduate and Post-Baccalaureate Application Procedures

All graduate and post-baccalaureate applicants (e.g., Ed.D., joint Ph.D. applicants, master's degree applicants, those seeking educational credentials or certificates, and where permitted, holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.csumentor.edu. Applicants seeking a second bachelor's degree should submit the graduate application for admission unless specifically requested to do otherwise. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.csumentor.edu are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available at www.csumentor.edu.

Graduate and Post-Baccalaureate Admission Requirements

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective; or, where approved, may have no program objective. Depending on the objective, the CSU will consider an application for admission as follows:

- General Requirements — The minimum requirements for admission to graduate and post baccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.
- Specifically, a student shall at the time of enrollment: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in

good academic standing at the last college or university attended; (3) have earned a grade point average of at least 2.5 on the last degree completed by the candidate or have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:

- Graduate Classified – To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
- Graduate Conditionally Classified – Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation; or
- Post-Baccalaureate Classified, e.g. admission to an education credential program – Persons wishing to enroll in a credential or certificate program, will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
- Post-Baccalaureate Unclassified – To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program (Most CSU campuses do not offer admission to unclassified post-baccalaureate students).

These and other CSU admission requirements are subject to change as policies are revised and laws are amended. The CSU website www.calstate.edu and the CSU admissions portal www.csumentor.edu are good sources of the most up-to-date information.

Graduate and Post-Baccalaureate English Language Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score, some programs require a higher score, on the Test of English as a Foreign Language (Paper-Based Test: 550, Internet-Based Test: 80), unless the

applicant:

1. Submits proof of having obtained a bachelor's degree from an accredited post-secondary institution where English was the principal language of instruction. CSULB interprets "where English is the principal language of instruction" to mean that a school is located in a country where English is the native language (the daily medium of communication of the majority of residents is English), and the applicant received academic instruction in all subjects (except foreign language courses) at all levels of education in English, or
2. Notification from CSULB's American Language Institute that the applicant has successfully completed level 6 of the American Language Institute Program.

NOTE: Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP).

EXCEPTION: Applicants applying for Public Policy and Administration, which requires a 600 TOEFL, will not be waived from the TOEFL requirement. Also, for this exemption to remain valid for other students, once having met the exemption, the student must not have left the U.S.A. for more than two years to reside or study in a country where English is not the predominant language of business, education and day-to-day societal functions.

Application to Credential Programs

Students planning to enroll in credential programs must also file an application for admission to the University.

Information on application to credential programs is available from the appropriate department or program coordinator.

Note: Some programs have established application periods each year which are separate from the University application periods and process.

Auditors

Persons who have not been accepted by the University for the semester they wish to attend may request permission to audit courses through College of Continuing and Professional Education.

Students who have been accepted by the University may audit courses. See the regulation under "Grades and Administrative Symbols." The deadline to declare an "audit" grade option is the end of the third week of instruction. Follow the instructions in the *Schedule of Classes* for requesting a course as an "audit" grading option. At the end of the semester the instructor will assign an "audit" grade to the official grade sheet which will be forwarded to the Office of Enrollment Services for recording. Courses taken for audit may be repeated in subsequent terms for credit.

Courses successfully audited are listed on the student's academic record but carry no credit or grade points.

Returning and Transfer Students

Returning students must reapply to the University under the same conditions and deadlines as all other applicants.

Students who have not maintained continuous attendance status shall be subject to the General Education requirements in effect at the time of their reentry to the

university, with the following exceptions:

Previous CSULB students who were under earlier General Education requirements and who before breaking continuous attendance needed no more than three additional courses to complete the entire General Education requirement shall be allowed to complete the General Education requirement in effect at the time of the previous attendance. However, all students must complete at least 9 units of upper division General Education courses, of which a minimum of 6 units must be Capstone courses.

Previous CSULB students who were under the earlier General Education requirements and who before breaking continuous attendance completed one or more upper-division GE courses shall be required to complete additional Capstone courses as needed to complete the total of 9 upper-division units. At least two of the courses in the overall program must be Capstone courses.

Transfer students who enter CSULB with full GE certification from a California Community College must complete both the Human Diversity in the U.S. and the Global Issues requirements if these requirements were not met through transfer, but these students need not complete any other GE courses except the Capstone, which cannot be met through transfer from a community college. Transfer students who enter CSULB without full GE certification from a California Community College must complete the CSULB General Education requirements.

Hardship Petitions

The campus has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write the campus Office of Enrollment Services regarding specific policies governing hardship admission. (See Admissions Procedures and Policies at the beginning of this section.)

Early Start Program

Entering resident freshmen who are not proficient in math or English will need to start the remediation process before their first regular term.

The goals of the Early Start Program are to:

- Better prepare students in math and English, before the fall semester of freshman year;
- Add an important and timely assessment tool in preparing students for college; and
- Improve students' chances of successful completion of a college degree.

Entering freshmen who are not proficient in math or English, as determined by their ELM and EPT scores, are required to participate in Early Start. Participation provides new students with an opportunity to begin to integrate into campus life and possibly improve their placement in Fall math or English classes. Students who take 3-unit extended Early Start courses often require less developmental coursework and may start the fall ready for General Education math and writing.

Newly admitted freshmen who are required to participate in Early Start will be notified of the requirement and options for completion as part of campus email

communications to newly admitted students.

Adult Students

As an alternative to regular admission criteria, an applicant who is 25 years of age or older may be considered for admission as an adult student if he or she meets all of the following conditions:

1. Possesses a high school diploma (or has established equivalence through either the General Educational Development or California High School Proficiency Examinations)
2. Has not been enrolled in college as a full-time student for more than one term during the past five years
3. If there has been any college attendance in the last five years, has earned a C average or better in all college work attempted

Consideration will be based upon a judgment as to whether the applicant is as likely to succeed as a regularly admitted freshman or transfer student and will include an assessment of basic skills in the English language and mathematical computation.

Senior Citizen Education Program

The Senior Citizen Education Program enables eligible California residents 60 years of age or older to enroll as regular students at a cost of \$3.00 per semester. The program, which was founded at CSULB, has been in operation since 1975. Individuals are attending courses in a variety of subject areas and class levels from freshman through graduate standing.

Note: Regular admission standards apply. Requests to waive the application filing fee must accompany the application. Once admitted to the University, students will be sent registration information advising them of the procedures for fee payment and the dates that they may register. Courses are available to program participants approximately three weeks before the beginning of each semester on a "space available" basis. Due to high enrollment and impacted programs some courses may not be available for participation by Senior Citizens.

Participants in the Senior Citizen Education Program are required to maintain good academic standing and are subject to all university policies, procedures, late fee payments and deadlines.

Test Requirements

The office of Testing, Evaluation and Assessment administers local, state and national tests for placement and certification. Test programs currently offered include the SAT, ACT, EPT/ELM, WPE, and Chemistry 111A.

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit are strongly encouraged to submit scores, unless exempt (see "Eligibility Index"), from either the ACT or the SAT of the College Board. Persons who apply to an impacted program may be required to submit test scores and should take the test no later than November or December. Test scores also are used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office.

For information about the CSULB Testing, Evaluation and Assessment Department, please see: <http://www.csulb.edu/divisions/students/testing/>.

Students also may contact:

The College Board (SAT) (609) 771-7588 Registration Unit, Box 6200 Princeton, NJ 08541-6200 www.collegeboard.org	ACT Registration Unit (319) 337-1270 P.O. Box 414 Iowa City, Iowa 52240 www.act.org
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The office of Testing, Evaluation and Assessment at CSULB is located in Brotman Hall 216. For information, phone (562) 985-4007, FAX (562) 985-2415, or visit the Testing Office website at www.csulb.edu/testing.

English Language Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 61 (iBt) or above on the Test of English as a Foreign Language (TOEFL). Some majors and colleges may require a score higher than 61. A few colleges may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP).

Each campus will posts the tests it accepts on its website and will notify applicants about the tests it accepts and when to submit scores.

The CSU minimum TOEFL standards are:

Undergraduate	61 - Internet	500 - Paper
Graduate	80 - Internet	550 - Paper

Systemwide Placement Test Requirements

The CSU requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. These examinations are designed to identify entering students who may need additional support in acquiring college entry-level English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms. Students register for the EPT (www.csuenglishsuccess.org/ept) and/or ELM (www.csumathsuccess.org/elm_exam). Campus may establish deadlines by which new students must register for and/or take placement exams as a requirement for enrollment.

For further information about test programs at CSULB, call (562) 985-4007, go to www.csulb.edu/testing or go to Brotman Hall, Room 216.

English Placement Test (EPT)

The English Placement Test (EPT) is designed to assess the level of reading and writing skills of students entering the California State University. The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Exemptions from the EPT are granted to students who provide proof of one of the following:

- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test
- A score of 22 or above on the American College Testing (ACT) English Test
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program
- Completion of a course that transfers to a CSU and satisfies the requirement in Qualitative Reasoning, provided such a course was completed with a grade of C or better
- A result of Standard Exceeded: Ready for CSU college-level coursework in English on the California Assessment of Student Performance and Progress (CAASPP) exam

The following Conditionally Ready statuses require students to continue their preparation in the 12th grade by completing an approved English course with a grade of C or better. Students that do not meet the conditional requirement will need to participate in the CSU's Early Start Program, unless exemption was met through another pathway.

- 460-490 on the Critical Reading portion of the SAT Reasoning Test
- 19-21 on the English portion of the ACT Test
- A result of Standard Met: Conditionally Ready for college-level coursework in English on the CAASPP exam

Entry-Level Mathematics (ELM) Examination

The Entry Level Mathematics (ELM) Examination is designed to assess and measure the level of mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (Algebra I and II, and Geometry) of students entering the California State University (CSU). The CSU ELM must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 50 or above on the ELM will be placed in college-level mathematics classes.

Exemptions from the ELM are granted to students who provide proof of one of the following:

- A score of 550 or above on the mathematics section of the College Board SAT Reasoning Test
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2)
- A score of 23 or above on the American College Testing (ACT) Mathematics Test
- A score of 3 or above on the College Board Advanced

- Placement Calculus AB or Calculus BC exam
- A score of 3 or above on the College Board Advanced Placement Statistics examination
- Completion and transfer to CSU of a college course that satisfies the requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better
- A result of Standard Exceeded: Ready for CSU college-level coursework in mathematics on the California Assessment of Student Performance and Progress (CAASPP) exam

The following Conditionally Ready statuses require students to continue their preparation in the 12th grade by completing an approved math course with a grade of C or better. Students that do not meet the conditional requirement will need to participate in the CSU's Early Start Program, unless exemption was met through another pathway.

- 490-540 on the Mathematics portion of the SAT Reasoning Test
- 20-22 on the Mathematics portion of the ACT exam
- A result of Standard Met: Conditionally Ready for college-level coursework in mathematics on the CAASPP exam

Advanced Placement Credit

California State University, Long Beach grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement (AP) Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit for each AP course. Refer to the Advanced Placement Examination Credit table in the Academic Information section of this Catalog.

More specific information is available from the Office of Enrollment Services at (562) 985-5471 or a student's major department.

International Baccalaureate Credit

Students with scores of 5 or higher (4 in certain subjects) in International Baccalaureate Higher Level courses will be awarded baccalaureate credit of 4 to 10 units, depending on course equivalency. Applicants to CSULB who wish to obtain lower-division course credit for completed International Baccalaureate Higher Level examinations must submit an official IB transcript. Course equivalency for Higher Level examinations completed with satisfactory scores is listed in the International Baccalaureate Examination Credit table in the Academic Information section of this catalog.

For questions or information, please call the Office of Enrollment Service at (562) 985-5471 or consult the department.

Immigration Requirements for Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial

license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning these requirements is available from Academic Affairs, (562) 985-4128.

CSU Immunization Requirements

Entering CSU students are required to present proof of the following immunizations to the CSU campus they will be attending before the beginning of their first term of enrollment.

- Measles and Rubella (German Measles) Immunization: All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment.
- Hepatitis B Immunization: All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum 4 to 6 months period. If you need further details or have special circumstances, please consult Student Health Services. Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. These are not admission requirements, but are required of students as conditions of enrollment in CSU.
- Meningococcal Disease Information: Each incoming freshman who will be residing in on-campus housing will be required to return a form to housing indicating that they have received information about meningococcal disease and the availability of the vaccine.

References: CSU Executive Order No. 803 Immunization Requirements / California Assembly Bill 1107.

Measles/Rubella and Hepatitis B clearance is obtained by presenting to Student Health Services 1) a medical immunization record showing dates of shots given, or 2) a record of blood tests showing immunity, or 3) receiving immunization(s). or 4) making a request for medical or personal religious exemption. Students may receive the immunizations from their health care provider, HMO, or Public Health Department at low cost. Immunizations may also be obtained at Student Health Services for a minimal charge for Measles and Rubella (German Measles) and vaccine Hepatitis B. Acceptable proof may be by records from high school, private health care providers, and local health departments.

For details on immunization requirements and where to obtain vaccines, call Student Health Services, go to www.csulb.edu/shs or go to the Student Health Center at the corner of Beach Drive and Merriam Way.

Student Selection and Denial

The University reserves the right to select its students and deny admission to the University or any of its programs

as the University, in its sole discretion, determines the appropriate criteria based on an applicant's suitability and the best interests of the University.

Estimated Expenses

Students should be prepared to meet expenses for fees within 30 days of registration. Books should be purchased when classes begin. Other expenses are ongoing and must be anticipated monthly and included in the total cost of attendance. Expenses generally go up an average three to four percent per year. Actual costs depend upon where the student lives and if there are dependent children. Financial aid programs are designed to help students meet standard University-related expenses during the academic year. The following budgets will assist students in planning costs for average expenses: (Costs include University fees, books and supplies, room and board, personal miscellaneous and transportation based on 2015-2016 CSULB budgets.)

Undergraduate living at home with parents (nine month term)	\$15,960
Undergraduate living in a residence hall (nine month term)	\$22,964
Single undergraduate living off-campus (apartment, house nine month term, assumes shared housing).....	\$23,642

Housing

Living on campus is the ultimate way for students to enhance their college experience. Approximately 2,600 new and continuing students live in three residential colleges that support students personally, socially, and academically. The application period for new residents is typically early March - May 1 of each year.

All first-time freshmen are required to live in campus residence halls during their first year at CSULB unless they are 21 years or older or will be living at home with a parent(s) or legal guardian(s) during their entire freshman year. Exemptions will be considered if verification is presented for students who are veterans or currently active duty; students who are married, domestically partnered, and/or have legally dependent children; students who have been independent and not claimed by their parent(s) for two calendar years; students carrying five units or less per semester for the entire academic year; students with special circumstances, such as medical or disability circumstances.

For more information about on and off-campus housing, call (562) 985-4187, go to www.csulb.edu/housing or go to the Housing Office at the corner of Atherton Street and Earl Warren Drive.

Appeal of Admission Decision

Section 89030.7 of the California Education Code requires that the California State University establishes specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the University. The procedure is limited to addressing campus decisions to deny an applicant admission to the University.

Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the

individual or office to which the appeal should be submitted, and indicate a time estimate for when the campus expects to respond to an appeal. The appeal procedures must be included in all denial of admission notifications to students, and must also be published on the campus website.

Information on CSULB's appeal process can be found at: <http://www.csulb.edu/depts/enrollment/admissions/appeals.html>.

FEES AND FINANCIAL AID

Schedule of Fees, 2016-2017

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after fees are initially charged or initial fee payments are made, to increase or modify any listed fees. All listed fees, other than mandatory systemwide fees, are subject to change without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as estimates that are subject to change upon approval by the Board of Trustees, the Chancellor, or the Presidents, as appropriate. Changes in mandatory systemwide fees will be made in accordance with the requirements of the Working Families Student Fee Transparency and Accountability Act (Sections 66028 - 66028.6 of the Education Code).

Students who wish to drop units AND to simultaneously or subsequently add the same number of units to accomplish this exchange may do so without financial penalty in Tuition Fees, provided this exchange in units meets all other signature requirements. This activity may not occur later than 14 days from the first day of instruction.

All Students

Application Fee (nonrefundable), payable by check or money order at time application is made: \$55.00. These fees are subject to change. Check the current *Schedule of Classes* for fees each semester.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

2016-17 Basic Tuition Fees

Undergraduate Tuition Fee (per semester)

6.1 units or more.....	\$2,736.00
0 units to 6.0 units	\$1,587.00

Other Mandatory Registration Fees (per semester)

Facilities Fee	\$3.00
Instructionally Related Activities Fee (IRA)	\$25.00
Associated Students Inc. Fee	\$60.00
University Student Union Fee	\$179.00
Student ID Card	\$5.00
Student Health Services Fee	\$45.00
Student Excellence Fund Fee	\$173.00
SIRF fee.....	\$2.00

Total Resident Fees Per Semester

0.1 to 6.0 units.....	\$2,079.00
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Total Resident Fees Per Semester

6.1 or more units	\$3,228.00
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Credential Program Tuition Fee (per semester)

6.1 units or more.....	\$3,174.00
0 units to 6.0 units	\$1,842.00

Graduate/Post Baccalaureate Tuition Fee (per semester)

6.1 units or more.....	\$3,369.00
0 units to 6.0 units	\$1,953.00

Other Mandatory Registration Fees (per semester)

Facilities Fee	\$3.00
Instructionally Related Activities Fee (IRA)	\$25.00
Associated Students Inc. Fee	\$60.00
University Student Union Fee	\$179.00
Student ID Card	\$5.00
Student Health Services Fee	\$45.00
Student Excellence Fund Fee	\$173.00
SIRF fee.....	\$2.00

Total Resident Fees Per Semester

0.1 to 6.0 units.....	\$2,445.00
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Total Resident Fees Per Semester

6.1 or more units	\$3,861.00
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2016-17 Doctoral Tuition Fee, effective Fall 2012*

Education Doctorate	\$5,559.00
Doctor of Physical Therapy	\$8,074.00

*Applicable term fees apply for campuses with special terms, as determined by the campus. Total College Year fees cannot exceed the Academic Year plus Summer Term fees. The Summer Term fee for the Education Doctor at quarter campuses is equal to the Per Semester fee listed in the table. Total fees for the Education Doctor over the College Year equals the Per Academic Year fee plus the Per Semester fee for the summer term at all CSU campuses.

2016-17 Graduate Business Professional Fee

Charge Per Unit	\$254.00
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The Graduate Business Professional Fee is paid on a per unit basis in addition to basic tuition fees and campus fees for the following graduate business programs: Master of Business Administration (M.B.A.), Master of Science (M.S.) in Accountancy.

Nonresident Students (U.S. and Foreign)

Nonresident Tuition (in addition to basic tuition fees and other systemwide fees charged all students) for all campuses:

Charge Per Unit	\$372.00
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The total nonresident tuition paid per term will be determined by the number of units taken.

Student Involvement and Representation Fee (SIRF)

On January 28, 2015 the CSU Board of Trustees established a new voluntary student fee, the Student Involvement and Representation Fee, which goes into effect in the fall 2015 term. This fee is charged to all students unless they choose to opt out of the fee, which can be done via your student portal. The fee amount is \$2 per fall and spring term, and is used to support the student leadership, involvement, governance, and advocacy programs managed by the California State Student Association (CSSA). For more information, visit www.csustudents.org/our-priorities/sirf/

Optional Fees (per semester)

The following represents rates for the Fall 2016 and Spring 2017 semesters and are subject to change.

Motorcycle and Moped Parking (per semester).....	\$30.00
Automobile Parking (per semester)	\$123.00
Replacement Parking Permit	\$20.00

Other Fees and Charges (non-refundable)

Late Registration	\$25.00
Application and Reapplication Fee	\$55.00
Diploma/Commencement Fee	\$45.00
Missed Deadline Fee	\$10.00
Dishonored Check and Echeck Charge	\$20.00
(If the Dishonored Check was for payment of registration fees, the Late Registration Fee may also apply)	
Disputed Credit Card Charge	\$20.00
Complete transcript of record	\$4.00
Expedited Transcript Fee.....	\$10.00
Replacement of Student ID Card.....	\$5.00
Late Payment Fee	\$10.00
Enrollment Deposit	\$150.00
Installment Plan Fee.....	\$33.00
Refund Processing Fee.....	\$10.00
Tuition Deferment Fee.....	\$15.00

Parking Fee

Parking at CSULB is limited. Parking permits are required 24 hours a day, Monday through Sunday, and the vehicle code is enforced at all times. For additional information please go to www.csulb.edu/parking or contact the Parking Office at (562) 985-4146.

To request a partial or full refund, attach all parking documents, permits stickers, decals and gate cards to the refund application and return to Student Account Services, Brotman Hall 148. Refer to the *Schedule of Classes* for deadline information. If parking documents are not available or have not been received, students MUST contact the Parking Administration Office located on Merriam Way adjacent to the parking structure. If any of these parking documents are affixed to the vehicle, their removal by a campus security officer or under the officer's direction, shall constitute appropriate return. Attach all parking documents, permits stickers, decals and gate cards to the refund application and return to Student Account Services, BH 148. There shall be no refund if such amount is less than \$10.

There shall be no refund for:

1. Coin operated parking meters.
2. Daily permits for coin operated parking gates.
3. Special events.
4. Fees paid by monthly payroll deductions.

Auditors

Students enrolled as auditors, not for credit, are exempt from payment of the application fee, but must pay fees appropriate to the number of units taken.

Payments

Total fees include the State University Fee, Non-Resident Tuition, other campus mandatory fees as well as course fees. Payment of fees is required 30 calendar days after registration, or approximately 12 days prior to the first day of instruction, whichever is earlier. For payment deadlines, refer to the *Schedule of Classes*. Payment must be received by the due date or the student's registration request may be cancelled; postmarks are not accepted. Students who have not completed their registration before 12 days prior to the first day of instruction, must make payment within 24 hours of

their registration.

Students are encouraged to make immediate payment to confirm their enrollment requests as classes fill quickly due to CSULB's high enrollment.

Payment can be satisfied by cash, check, Echeck, credit card, Financial Aid deferments, actual Financial Aid awards, approved payment plans, other approved fee deferments, approved private scholarships, approved tuition waivers, or confirmed third party sponsors. Payments can be made in the following ways:

- ECheck (self service over the web at <http://my.csulb.edu>)
- Credit Card

Payment of student fees can be made by credit card (Discover, American Express, VISA or MASTERCARD - only) at:

- Self-Service/Smart Pay -- over the web at <http://my.csulb.edu> (Smart Pay charges a 2.75% service charge)

Payment of fees CANNOT be made if disputed credit card charges exist on your account. Contact Student Account Services at (562) 985-8280 for further information.

- Check
 - In person at the Cashiers Windows, Brotman Hall 148
 - Mailed to the Cashiers, Brotman Hall 148, CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840-0103
- Cash
 - In person only at the Cashiers Window, Brotman Hall 148

Installment Payment Plan

The Installment Payment Plan is available to all eligible students except financial aid recipients who have sufficient funds to cover the State University Fee. A \$33 non-refundable charge is assessed to defer the administrative costs of the program. A 9% service charge is assessed to the deferred balance for non-resident tuition and international Visa students. Payment Plans are available online at MyCSULB under the Student Center/Finances/Enroll in Payment Plan. Students must come in person to the Cashier's Office to enroll in the non-resident installment plan.

Refund of Mandatory Fees, Including Nonresident Tuition

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those systemwide and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the California State University are governed by a separate policy established by the University, available from the College of Continuing and Professional Education.

In order to receive a full refund of mandatory fees, less an administrative charge established by the campus, including nonresident tuition, a student must cancel registration or drop

all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available in the *Schedule of Classes*.

For state-supported semesters, quarters, and non-standard terms or courses of four (4) weeks or more, a student who withdraws during the term in accordance with the university's established procedures or drops all courses prior to the campus-designated drop period will receive a refund of mandatory fees, including nonresident tuition, based on the portion of the term during which the student was enrolled. No student withdrawing after the 60 percent point in the term will be entitled to a refund of any mandatory fees or nonresident tuition.

A student who, within the campus designated drop period and in accordance with the campus procedures, drops units resulting in a lower tuition and/or mandatory fee obligation shall be entitled to a refund of applicable tuition and mandatory fees less an administrative charge established by the campus.

For state-supported non-standard terms or courses of less than four (4) weeks, no refunds of mandatory fees and nonresident tuition will be made unless a student cancels registration or drops all classes, in accordance with the university's established procedures and deadlines, prior to the first day of instruction for state-supported non-standard terms or courses or prior to the first meeting for courses of less than four (4) weeks.

Students will also receive a refund of mandatory fees, including nonresident tuition, under the following circumstances:

- The fees were assessed or collected in error;
- The University canceled the course for which the fees were assessed or collected;
- The University makes a delayed decision that the student was not eligible to enroll in the term for which mandatory fees were assessed and collected and the delayed decision was not due to incomplete or inaccurate information provided by the student; or
- The student was activated for compulsory military service.

Students who are not entitled to a refund as described above may petition the university for a refund demonstrating exceptional circumstances and the chief financial officer of the university or designee may authorize a refund if he or she determines that the fees and tuition were not earned by the University.

Information concerning any aspect of the refund of fees may be obtained from the Student Account Services Office.

Refunds of Registration and Tuition Fees

Details regarding Registration and Tuition Fee Refunds may be found in the on-line *Schedule of Classes*. As this information may differ from one semester to another, students are advised to refer to the *Schedule of Classes* for that particular semester. Students must complete the class drop or withdrawal process prior to becoming eligible for any credit of fees. The amount to be refunded is determined by the effective withdrawal or drop date. In addition, any other outstanding financial obligations that the student may have incurred will be deducted from any credits due to the

student before a refund is processed. Refund deadlines are reflected in the *Schedule of Classes*. A \$10.00 processing fee will be withheld from the refunds.

Details regarding refunds due to Medical Withdrawals can be found in the *Schedule of Classes*.

Further details regarding fees that may be refunded and the circumstances under which they may be refunded may be obtained by consulting the California Code of Regulations, Title V, in the following sections:

Registration and Tuition Fees – Section 41802

Parking Fees – Section 42201

Housing Fees – Section 42019

The following fees are non-refundable: Late Fees, Application Fees, Disputed Credit Card Fees, Dishonored Check Fees, Student I.D. Card Replacement Fees, Late Payment Fees.

Special Circumstances Refunds

There are two levels of financial appeals. They are as follows:

1. Request for Refunds After Published Deadlines:

Students who withdraw or drop in units after the deadlines detailed in the *Schedule of Classes* have passed, may appeal for a Special Circumstances Refund (<http://daf.csulb.edu/forms/financial/bursar/sas/SpecialCircumstancesRefund.php>) based on the following:

- A. Campus Variation
- B. Compulsory Military Service
- C. Death of Student
- D. Fees Collected in Error

Further information regarding Special Circumstances Refunds by calling the Student Account Services Office at (562) 985-8280.

2. Financial Appeals Independent Review Committee (F.A.I.R.)

If a student wishes to petition the decision made at the first appeal level, a written request must be submitted to the F.A.I.R. Committee (BH 155) for review.

This Committee has been approved by the President as the final financial appeal level. It consists of representatives from various University Offices. F.A.I.R. will only review appeals for the current academic year.

Determination of Residency for Tuition Purposes

University requirements for establishing residency for tuition purposes are independent from those of other types of residency, such as for tax purposes, or other state or institutional residency. These regulations were promulgated not to determine whether a student is a resident or nonresident of California, but rather to determine whether a student should pay University fees on an in-state or out-of-state basis. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residency Requirements. These laws governing residency for tuition purposes at the California State University are California Education Code sections 68000-68085, 68120-68133, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900- 41916. Residency material can be viewed on the internet by accessing the website at www.calstate.edu/sas/

residency.

Each campus's Admissions Office is responsible for determining the residency status of all new and returning students based on the Application for Admission, Residency Questionnaire, Reclassification Request Form, and, as necessary, other evidence furnished by the student. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

Generally, establishing California residency for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least 366 days prior to the residency determination date for the term in which enrollment is contemplated, can demonstrate both physical presence in the state combined with evidence of intent to remain in California indefinitely may establish California residency for tuition purposes. A minor normally derives residency from the parent(s) they reside with or most recently resided with.

Evidence demonstrating intent may vary from case to case but will include, and is not limited to, the absence of residential ties to any other state, California voter registration and voting in California elections, maintaining California vehicle registration and driver's license, maintaining active California bank accounts, filing California income tax returns and listing a California address on federal tax returns, owning residential property or occupying or renting an apartment where permanent belongings are kept, maintaining active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire that includes questions concerning their financial independence. Financial independence is required, along with physical presence and intent, to be eligible for reclassification. Financial independence is established if in the calendar year the reclassification application is made and in any of the three calendar years preceding the reclassification application the student:

- has not and will not be claimed as an exemption for state and federal tax purposes by his/her parent;
- has not and will not receive more than seven hundred and fifty dollars (\$750) per year in financial assistance from his/her parent; and
- has not lived and will not live longer than six (6) weeks in the home of his/her parent.

A nonresident student who has been appointed as a graduate student teaching assistant, a graduate student research assistant, or a graduate student teaching associate on any CSU campus and is employed on a 0.49 or more time basis is exempt from the financial independence requirement.

Non-citizens establish residency in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Exceptions to the general residency requirements are contained in California Education Code sections 68070-68085 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906- 41906.6, 41910

and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts and most students who have attended three or more years of high school (grades 9-12) in California and graduated from a California high school or attained the equivalent of graduation. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Residency determination dates are set each term. They are:

QUARTER TERM CAMPUSES	SEMESTER TERM CAMPUSES
Fall - September 20	Fall - September 20
Winter - January 5	Winter* - January 5
Spring - April 1	Spring - January 25
Summer - July 1	Summer - June 1

*Applies only to winter term at CSU Stanislaus

CalState TEACH operates on a trimester system. The residency determination dates for CalState TEACH are as follows:

Fall - September 20
Spring - January 5
Summer - June 1

The campus Office of Enrollment Services is responsible for determining the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission, Residency Questionnaire, and Reclassification Request Form, and, as necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residency for tuition purposes at the California State University is found in California Education Code, sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the California State University's website at www.calstate.edu/GC/resources.shtml.

Legal residency may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Steps must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residency. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax forms on total income; ownership of residential property or continuous

occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service.

The student who is within the state for educational purposes only does not gain the status of resident regardless of the length of the student's stay in California.

In general, an unmarried minor (a person under 18 years of age) derives legal residence from the parent with whom the minor maintains or last maintained his or her place of abode. The residence of an unmarried minor who has a parent living cannot be changed by the minor's own act, by the appointment of a legal guardian or by the relinquishment of a parent's right of control.

A married person may establish his or her residence independent of his or her spouse.

An alien may establish his or her residence, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. An unmarried minor alien derives his or her residence from the parent with whom the minor maintains or last maintained his or her place of abode.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire including questions concerning their financial dependence on parents who cannot satisfy University requirements for classification as residents for tuition purposes, which will be considered along with physical presence and intent in determining reclassification.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. Residence determination dates are: Fall – September 20; Spring – January 25; Summer – June 1.

There are exceptions from nonresident tuition including:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues until the student has resided in the state the minimum time necessary to become a resident;
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and entirely self-supporting for that period of time. The exception continues until the student has resided in the state the minimum time necessary to become a resident;
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year. The exception continues until the student has resided in the state the minimum time necessary to become a resident;
4. Dependent children and spouse of persons in active

military service stationed in California on the residence determination date. Graduate students are eligible for this exception for one academic year of continuous enrollment, the length of time necessary to establish California residency. There is no time limitation on this exception unless the military person transfers out of California or retires from military service. If either of those events happen, the student's eligibility for this exception continues until he or she resides in the state the minimum time necessary to become a resident;

5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception is available to the graduate student military member for no more than one academic year of continuous enrollment, the length of time necessary to establish California residency. The undergraduate student military member is eligible for this exception for as long as he or she is stationed in California as an active member of the military.
6. Military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in state the minimum time necessary to become a resident.
7. Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained at an institution.
8. Graduates of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.
9. Certain credentialed, full-time employees of California school districts;
10. Full-time State University employees and their children and spouses; State employees assigned to work outside the State and their children and spouses. This exception continues until the student has resided in the state the minimum time necessary to become a California resident;
11. Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties;
12. Certain amateur student athletes in training at the United States Olympic Training Center in Chula Vista, California. This exception continues until the student has resided in the state the minimum time necessary to become a resident;
13. Federal civil service employees and their natural or adopted dependent children if the employee has moved to California as a result of a military mission realignment action that involves the relocation of least 100 employees. This exception continues until the student has resided in the state the minimum time necessary to become a resident;
14. State government legislative or executive fellowship program enrollees. The student ceases to be eligible for

this exception when he or she is no longer enrolled in the qualifying fellowship.

15. Persons who have attended a California high school for at least three years and have graduated from a California high school or equivalent. Please Note: Those who hold non-immigrant visas (i.e. F, J, B, H, etc.) are not eligible for this exception. Those seeking this exception must fill out the Student Affidavit for Exemption of Nonresident Tuition form, which is available at www.csulb.edu/enrollment. Once this exception is approved, it is not necessary to reapply each semester. This is the only exception for which this is true.

Students classified as non-residents may appeal a final campus decision within 120 days of notification by the campus. A campus residency classification appeal must be in writing and submitted to:

The California State University Office of General Counsel
401 Golden Shore, 4th Floor Long Beach, CA 90802-4210

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review. Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is also subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations.

Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify the Admissions Office. Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residency for tuition purposes in California between the time this information is published and the relevant residency determination date. Students are urged to review the statutes and regulations stated above.

The student is cautioned that this summation of rules regarding residency determination is by no means a complete explanation of their meaning. The student should also note that changes may have been made in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

Changes in residency for tuition purposes are not automatic. Students wishing to apply for residence reclassification must submit a Residence Reclassification Request Form and supporting documentation. The filing period for a spring term is from October 1 through November 1; the filing period for a fall or summer term is from March 1 through April 1. A ten-dollar late filing fee must accompany requests filed after the last date of the filing period. Under no circumstances will a reclassification request be accepted for a term that has ended.

Exceptions from nonresident tuition are valid for one semester only. Students must reapply for an exemption each semester. Forms are located at the Office of Enrollment Services, BH 101.

Financial Obligations and Holds

University offices, including but not limited to the Library, may request that a student reimburse the University for an item that was not returned, returned late or damaged; or they may impose other charges. The requesting office may ask the Student Account Services Office to post this charge to the student's account. Once posted it becomes an obligation to the

student. Student Account Services will be able to provide general information concerning obligations. The student will be directed to the appropriate department in which to inquire about the obligation. Until all obligations are paid, or a written release from the originating office is received by the Student Account Services Office, a financial hold will be placed on academic records and the student is restricted from receiving University services, including but not limited to registration, grades, and transcripts. If the obligation continues to appear on the University reports, the student's name will be submitted to the Franchise Tax Board. In this case, the student or former student, permanently loses the privilege of submitting checks as payment for fees or services. (Acceptable methods of payment are cash, cashiers' check or money order). The State then has the authority to withhold amounts owed to the University from any tax refund to which the student may be entitled. To pay your balance due – Cashier's Office, BH 148. For information regarding the amount due call Student Account Services at (562) 985-8280.

Dishonored Checks / EChecks

Students paying fees by personal check or Echeck are hereby given notice that if the unpaid check is returned dishonored to the University FOR ANY REASON, a \$20.00 fee is charged to the student's account. The University has no control whether the bank sends checks through a second time for clearing. The check should be honored upon first presentation to the bank.

In compliance with California Code of Regulations, Title V, Section 42381, students with dishonored checks may be disenrolled from classes and may be required to reapply for admission to the University. Also, future services including, but not limited to, transcripts, grades, and future registration may be withheld.

Dishonored checks are monitored in the student's record. Any student with a record of two (2) dishonored checks or Echecks will lose check writing privileges with the University and future payments by personal check will not be accepted.

Disputed Credit Card Charge

Students are strongly encouraged to contact Student Account Services at (562) 985-8280, before disputing a credit card charge through the bank. Upon receipt of a disputed credit card charge, the amount of the credit card charge plus a \$20.00 fee becomes the STUDENT'S financial obligation to the University. Payment of Registration fees with a credit card charge which has later been disputed may result in disenrollment and in withholding of future University services including, but not limited to, transcripts, grades, and future registration (California Code of Regulations, Title V, Section 42381). Students who are disenrolled may be required to reapply for admission to the University.

Fees and Debts Owed to the Institution

Should a student or former student fail to pay a fee or a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5,

California Code of Regulations, Sections 42380 and 42381).

Prospective students who register for courses offered by the university are obligated for the payment of fees associated with registration for those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term gives rise to an obligation to pay student fees including any tuition for the reservation of space in the course.

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. The institution may also report the debt to a credit bureau, offset the amount due against any future state tax refunds due the student, refer the debt to an outside collection agency and/or charge the student actual and reasonable collection costs, including reasonable attorney fees if litigation is necessary, in collecting any amount not paid when due.

If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact Enrollment Services, (562) 985-5471, on campus at BH-101 or online at <http://www.csulb.edu/depts/enrollment/>. Enrollment Services, or another office on campus to which the business office may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

Financial Assistance Information

There are a variety of financial aid programs to assist students and families with meeting expenses. The following information concerning student financial assistance may be obtained from Financial Aid, BH 101, (562) 985-8403 or by visiting the website at www.csulb.edu/enrollment/:

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CSULB;
2. For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and the criteria for continued student eligibility under each program;
4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
6. The way the school provides for Pell-eligible students to obtain or purchase required books and supplies by the seventh day of a payment period and how the student may opt out;
7. The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
8. The general conditions and terms applicable to any employment provided as part of the student's financial aid

package;

9. The terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs;
10. The exit counseling information the school provides and collects for student borrowers; and
11. Contact information for ombuds offices available for disputes concerning federal, institutional and private loans.

Information concerning the cost of attending California State University, Long Beach is available from the Office of Financial Aid, BH 101, (562) 985-8403, and includes tuition and fees; the estimated costs of books and supplies; estimates of typical student room, board, and transportation costs; and, if requested, additional costs for specific programs.

Information concerning the refund policies of California State University, Long Beach for the return of unearned tuition and fees or other refundable portions of institutional charges is available from the Controller, BH 365.

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulations is available from the Office of Financial Aid, BH 101, (562) 985-8403.

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that CSULB dedicates to its men's and women's teams may be obtained from Cindy Masner, Sports Athletics and Recreation, 562-985-8527.

Information concerning teacher preparation programs at CSULB, including the pass rate on teacher certification examinations, may be obtained from either Elementary/Special Education Admission Advising, Bob and Barbara Ellis Education Building - Room 53, (562) 985-9259, Elementary Education: <http://www.ced.csulb.edu>, Special Education: <http://www.ced.csulb.edu/special-education>, or Single Subject Office, Bob and Barbara Ellis Education Building - Room 53, (562) 985-7623, <http://www.ced.csulb.edu/single-subject>.

The Office of Financial Aid at CSULB provides both financial and advisory assistance to enable students to pursue a quality education despite increasing costs. It administers funds made available by the federal and state governments, CSU and by private sources that are awarded to students who demonstrate a need to cover educational expenses.

Due to limited funding, meeting deadlines is critical. Students must file a financial aid application (FAFSA or CA Dream Act Application) between January 1 and March 2 for priority status. Financial aid files must be complete before financial need can be determined.

Financial Aid Application

The appropriate financial aid application must be completed in order for a student to be considered for financial aid at CSULB:

- Federal aid eligible students (citizens & eligible non-citizens) should complete the Free Application for Federal Student Aid (FAFSA) - at www.fafsa.ed.gov.
- Students with an AB540 status, who are not eligible for federal aid, should complete the California Dream Act Application at www.dream.csac.ca.gov.

To ensure CSULB receives the application information, be sure to list CSULB and the School Code 001139 on the college release section. The application must be completed *each year*; students are encouraged to submit the application online; however, alternate submission instructions are

provided on the above websites for those students who are unable to submit the application electronically.

In addition to the FAFSA / Dream Act Application, new applicants for Cal Grants (including entering freshmen) must submit a Cal Grant GPA Verification Form by the March 2nd Priority Filing deadline. Forms are available for download from the California Student Aid Commission website at www.csac.ca.gov.

Detailed information about CSULB financial aid programs is available from the Office of Financial Aid website (www.csulb.edu/financialaid). The submission of various supporting documents may be required, including (but not limited to): (1) verification of all taxable and nontaxable income; (2) household information; (3) other clarifying information requested by the Office of Financial Aid. Upon receipt of all documentation, the applicant's file is evaluated to determine eligibility for financial aid. A student who submits a financial aid application (and all requested supporting documents) is automatically considered for all aid programs for which he/she qualifies. Students expecting to receive a financial aid refund are required to be enrolled in eRefund - CSULB's electronic refund process (bank account information will be required).

Financial Aid Eligibility

To determine financial aid eligibility, a standard needs analysis system is used. This system allows the Office of Financial Aid to analyze family financial strength and ability to contribute toward the cost of attending CSULB. Subtracted from the student's educational expenses to arrive at financial need are: the parental contribution, the applicant's (and spouse's) contribution from employment, savings, a portion of assets and other resources. As long as program funds permit, a "package" consisting of various types of funds (grants, loans, work-study) is awarded to meet full need.

Award offers are made based on an assumption of full-time enrollment. Students enrolled at least half-time are eligible to receive financial aid, however, some awards may be prorated based on actual enrollment (half-time enrollment is considered to be 6 units for Undergraduate students; 4 units for Master's Degree Students; 3 units for Doctoral students).

Notification of Awards

Upon determination of eligibility, new students are sent notice of a financial aid offer. Students are also notified if determined to be ineligible.

It is the goal of CSULB to package aid that fully meets the need of all qualified aid applicants. However, in the event that funds are insufficient, priority will be given to students whose financial aid files meet the first priority deadlines and who demonstrate the highest need.

Academic Responsibilities

Aid recipients must meet the following Satisfactory Academic Progress (SAP) requirements:

1. The GPA Standard
2. The Pace Standard
3. The Maximum Time Frame Standard

Aid eligibility is governed by the number of units attempted and successfully completed with a passing

grade ("D" or better). Students who do not satisfactorily complete enough of their attempted units, or who fail to meet the GPA standard, may be placed on financial aid warning or disqualified from receiving aid.

Most aid recipients enroll in a full-time program of study carrying 12 undergraduate units or 8 units for Master's Degree Students; 6 units for Doctoral students (500-level courses or higher) per semester. To be considered an eligible financial aid applicant, students cannot have attempted more academic units than an established "unit limit." At CSULB, the established unit limit is 150% of the published length of an academic program measured in units.

For complete information on CSULB's Satisfactory Academic Progress Policy, please visit <http://www.csulb.edu/sappolicy>.

Financial Responsibilities

If you are determined ineligible for financial aid, you are responsible for the payment of any University obligations you may have, including fees.

Students who are receiving financial aid funds and completely withdraw from all of their classes, may have to repay all or part of the award they received. Students should check with the financial aid office to find out if they will owe a repayment, before withdrawing from all of their classes.

Campus Financial Aid Programs

Federal Perkins Loans

The Federal Perkins Loan is a federal program providing long-term, low interest loans to both graduate and undergraduate students. Repayment of loan principal and interest begins nine months after you cease to be enrolled at last half-time.

Federal Supplemental Educational Opportunity Grant (SEOG)

The SEOG is a federally funded grant program for undergraduate students with exceptional financial need.

Federal Work-Study (FWS)

The work-study program is a federally funded employment program to expand part-time job opportunities for students with financial need. Students apply for jobs according to their skills, career and academic goals. Positions are available on campus or with organizations off campus.

Educational Opportunity Program Grants (EOP)

EOP grants are provided by the State of California for undergraduate students who are admitted to a CSU campus through the Educational Opportunity Program and demonstrate the same need criteria as federal financial aid. For further information, contact the EOP Admissions Office at (562) 985-4288 or <http://www.csulb.edu/eop>, or at the EOP Office at LA1-103.

State University Grant (FAFSA & Dream Act Applicants)

The State University Grant is funded by the State of California to assist students whose ability to attend postsecondary institutions is jeopardized due to financial constraints. The award covers up to the amount of the State Tuition Fee. Students must be residents of California,

demonstrate financial need, and be assessed state tuition fees to be eligible for this award.

Please review the complete CSULB State University Grant Policy (including lifetime eligibility limitations) at www.csulb.edu/sugpolicy.

Graduate Research Fellowships

The Graduate Research Fellowship is funded by the California State University to graduate students who have experienced educational or economic disadvantages or hardships. Applicants must be California residents, demonstrate financial need and be accepted into or continuing in a full-time graduate program. Limited awards are made through a competitive process.

Scholarship Information

Scholarships at CSULB are administered by several offices, including the Office of Financial Aid, the Center for Scholarship Information, and some academic departments. Scholarships may be awarded to qualified students based upon academic achievement, leadership, financial need or a specific area of study and/or ability. Students may access a database of on- and off-campus scholarships and receive guidance on the entire scholarship process, including how to search and/or apply for scholarships, at the Center for Scholarship Information. For more information, call (562) 985-2549, go to www.csulb.edu/scholarships or visit the Center at the University Student Union, Room 238.

President's Scholars' Program

The President's Scholars Program continues to be the premier scholarship of its kind in the state. Recognized by the California Legislature, the program provides California high school seniors who are qualifying valedictorians from accredited high schools or national scholars (National Merit Semifinalists/Finalists, National Achievement Program Semifinalists/Finalists, and National Hispanic Recognition Scholars) an opportunity to compete for an exceptional package that includes:

- Full payment of in-state tuition and general student fees
- Highest priority registration
- Paid housing in campus residence halls
- Sponsored meal plan (for National Merit Scholars only)
- Automatic acceptance to the University Honors Program
- Personalized academic advising
- Exclusive access to the President's Scholars Center, including computer lab and study lounge
- Opportunity for international study abroad programs
- Special recognition at commencement with the President's Scholar medallion
- Four-year degree completion option
- Campus student parking privileges
- Annual book allowance

For more information, call (562) 985-5358, go to www.csulb.edu/presidents-scholars or visit University Outreach and School Relations at Brotman Hall, Room 289.

Outside Student Aid Programs

The following programs are administered by other

agencies and coordinated by the Office of Financial Aid:

Cal Grant A (FAFSA & Dream Act Applicants)

Cal Grant A is awarded by the California Student Aid Commission to entering and continuing undergraduate students who are California residents. Cal Grant A awards are based on academic achievement financial need, and the enrollment status (full-time, three-quarter time, or half-time). Grants are used to offset state tuition fees.

Cal Grant B (FAFSA & Dream Act Applicants)

Cal Grant B is awarded by the California Student Aid Commission to entering undergraduate students who have not completed more than one semester of college. Applicants must be California residents, and must demonstrate substantial financial need. Grants vary depending on educational costs. Fees, in addition to the basic award, are normally provided in the second, third, and fourth years. The grant may be renewable for up to four years.

California Middle Class Scholarship (MCS)

The Middle Class Scholarship (MCS) is awarded by the California Student Aid Commission to new and continuing undergraduate and credential students with family incomes and assets up to \$150,000 attending a CSU or UC. The MCS helps to offset a portion of a student's state tuition fee.

To be eligible for the MCS, a student must:

- Be a California resident or eligible AB 540 student
- File a FAFSA or California Dream Application by the March 2 deadline
- Be enrolled at least half-time
- Meet Satisfactory Academic Progress standards

Any federal, state, or institutionally administered student financial aid grants or fee sponsorships/waivers received by an eligible student may impact the amount of award received.

Federal Pell Grant Program

The Pell Grant Program is a federal aid program designed to provide financial assistance to eligible undergraduate students who demonstrate financial need. Teacher credential students in an eligible program may also qualify. Once a student is determined eligible for the Pell Grant, the amount of the award is based on the student's cost of attendance, and enrollment on either a half-time, three-quarter time, or full-time basis. Eligibility is limited to U.S. citizens and eligible non-citizens. Students are limited to a total of six full-time years (600%) of Pell Grant eligibility.

Federal Direct Loan

The Federal Direct Loan Program enables eligible students to obtain loans from the federal government. During the time the student is enrolled at least half-time, the federal government pays the interest on the cumulative amount borrowed if the loan is based on financial need (subsidized). An unsubsidized Federal Direct Loan is not based on financial need. Once funds are disbursed, the student is responsible for interest due on the loan while in school. Federal regulations allow any student to apply

for the Federal Direct Loan provided the student: 1) is enrolled and in good standing or has been accepted for enrollment at an eligible school; 2) is enrolled as at least a half-time student; 3) is a citizen of the United States or an eligible non-citizen; 4) is registered with Selective Service (if required); 5) is working toward a degree or certificate; 6) is making satisfactory academic progress; and 7) does not owe a refund on a federal grant and is not in default on a federal education loan.

Federal PLUS Loan

The Federal PLUS loan program provides government-insured loans to graduate/doctoral level students and parents of dependent undergraduate students. The PLUS loan is a non-need based unsubsidized loan meaning interest begins accruing on the amount disbursed from the date of disbursement. Eligibility for the PLUS loan is based upon the credit history of the borrower.

The Teacher Education Assistance for College and Higher Education (TEACH) Grant

The TEACH Grant is designed for students who intend to teach full time in a high-need field at a public or private elementary or secondary school that the U.S. Department of Education has designated as having a high concentration of students from low-income families. In exchange for the TEACH grant, recipients agree to teach for at least four years within eight years of finishing their teacher preparation program. Grant recipients who are unable to complete any of the service requirements of the TEACH Grant Program will have their grants converted to a Federal Unsubsidized Stafford Loan.

Information, brochures, advising, and application forms are available from the Office of Financial Aid at BH 101, or phone (562) 985-8403, and from the College of Education at Bob and Barbara Ellis Education Building - Room 54, (562) 985-9259.

Fee Waivers and Exemptions

The California Education Code provides for the waiver of mandatory systemwide tuition fees as follows:

Section 66025.3 – Dependent eligible to receive assistance under Article 2 of Chapter 4 of Division 4 of the Military and Veterans Code; child of veteran of the United States military who has a service-connected disability, has been killed in service, or has died of a service-connected disability, and meets specified income provisions; dependent, or surviving spouse (who has not remarried) of a member of the California National Guard who, in the line of duty, and while in the active service of the state, was killed, died of a disability resulting from an event that occurred while in the active service of the state, or is permanently disabled as a result of an event that occurred while in the active service of the state; and undergraduate student who is a recipient of or child of a recipient of a Medal of Honor, under 27 years old, meets the income restriction and California residency requirement;

Section 68120 – Qualifying children and surviving spouses/registered domestic partners of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course

of active law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships); and
Section 68121 – Qualifying students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001. Students who may qualify for these benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

The California Education Code provides for the following nonresident tuition exemptions:

Section 68075.7 -- Nonresident students are exempt from paying nonresident tuition or any other fee that is exclusively applicable to nonresident students if they (1) reside in California, (2) meet the definition of "covered individual" as defined in subsection (c) of Section 3679 of Title 38 of the United States Code, as that provision read on July 1, 2015; and (3) are eligible for education benefits under either the federal Montgomery GI Bill-Active Duty program or the Post-9/11 GI Bill program.

Section 68122 – Students who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus.

Section 68130.5 – Students who are not residents of California are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus. In addition, students without lawful immigration status will be required to file an affidavit stating that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so. This exemption from paying nonresident tuition does not apply to students who are nonimmigrant aliens within the meaning of 8 U.S.C. 1101(a)(15), except as provided by Section 68122 above.

Students who may qualify for these benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

Bureau of Indian Affairs (BIA) Grants

Students who are at least one-fourth American Indian, Eskimo, or Aleut may apply for a BIA grant. The amount of the grant depends upon financial need and availability of funds. Students must complete an application for financial aid and then contact their tribe or tribal agency for an application.

Federal/State Regulations

The information contained in this publication accurately reflects regulations and policies at the time of printing. Be aware that Federal and State regulations governing financial aid processing and eligibility are subject to change at any time.

Other Types of Financial Assistance

Student Part-Time Employment & Internship Opportunities

The Carrer

The Career Development Center assists students with locating part-time employment, internship opportunities, on-campus federal work-study, and off-campus positions. Students can access listings on BeachLINK, CSULB's online job search site <http://careers.csulb.edu/>. For more information, contact the Career Development Center (562) 985-4151 or visit Brotman Hall, Room 250.

Teaching Associateships and Graduate Assistantships

Many CSULB departments have Teaching Associate (TA) and/or Graduate Assistant (GA) positions available for qualified graduate students. Students should check in department offices or on the campus web site for more information. The Career Development Center assists students with location part-time employment, internship opportunities, on-campus federal work-study, and off-campus positions. Students can access listings on CareerLINK, CSULB's online job search site at http://careers.csulb.edu/students/jobs_connect.htm. For more information, contact the Career Development Center at (562) 985-4151 or visit Brotman Hall, Room 250.

Teaching Associateships and Graduate Assistantships

Many CSULB departments have Teaching Associates (TAs) and/or Graduate Assistant (GA) positions available for qualified graduate students. Students should check in department offices or on the campus web site for more information.

ACADEMIC SERVICES AND CAMPUS LIFE

Orientation and Advising

Student Orientation, Advising and Registration

SOAR is the comprehensive orientation workshop to help newly admitted students transition – both academically and socially – to CSULB. All new undergraduate students are required to attend SOAR before registering for classes. Students must be formally admitted to CSULB and have paid the CSULB Enrollment Deposit in order to sign up and attend SOAR.

For information about SOAR workshops and other programs, call (562) 985-5515, email soar@csulb.edu or visit www.csulb.edu/soar.

SOAR Freshman Workshops

Newly admitted freshmen must participate in either a one-day SOAR workshop or attend the overnight program. One-day freshman workshops include a campus tour, academic advising, and assistance with class selection and registration. One-day workshops are offered in the summer and winter. The overnight SOAR program, which is only offered in the summer, provides academic advising, class selection and assistance with the registration process, introduces freshmen to college life/issues, and enables students to experience an overnight stay in the campus residence hall.

SOAR Transfer Workshops

Each of the University's seven colleges collaborates with SOAR to sponsor college-specific transfer workshops. Transfer students should participate in a college-specific workshop where they meet with faculty advisors and receive assistance with class selection specific to their declared major.

Student Transition and Retention Services

The First Year Experience (FYE) Success Series is a collaborative workshop series designed to address important academic information and campus resources at critical points in the first year. Topics in the fall semester are geared towards helping students with their academic transition, while the spring semester focuses more on enhancing the college experience outside of the classroom and gaining important leadership and career experience. Additionally, FYE provides opportunities for students to connect with other students, faculty/staff, and campus resources through co-curricular programming.

For information, call (562) 985-5515, visit www.csulb.edu/soar or go to the Foundation Building, Room 160.

Parent and Family Programs (PEP)

Parent and Family Programs provide parents, family members, and other supporters an opportunity to serve in an active and supportive role in the education of their CSULB student. Its mission is to engage parents and families of CSULB students through quality programs, access to resources and regular communication in order to support student persistence and success toward timely

graduation.

Opportunities for involvement begin with Parent and Family Orientation (PFO), which offers an orientation program for parents, family members, and other supporters. PFO help family members understand CSULB and how to best support their student's transition to life at the beach. The PFO experience empowers participants to serve as a valuable resource to their CSULB student. PFP offers additional opportunities for engagement throughout the year by providing e-newsletters in addition to PFP-exclusive programs like the annual *First Year for Parents and Families event*. To inquire about PFP and upcoming events please contact parentfamilyprogram@csulb.edu or call (562) 985-5515.

Advisement Centers and Departments on Campus

CSULB is committed to student success. All academic advising centers and departments are responsible for providing academic direction for new and continuing students. All college specific academic advising units and academic departments provide information and advice about general education, major requirements, and other important academic related policies and procedures. Students are strongly advised to meet with an academic advisor frequently to enhance their overall academic experience and monitor their progress towards attaining their degree goals and objectives.

University Center for Undergraduate Advising

THE UCUA is the primary advising center for

- Undeclared majors as well as those who have doubts or concerns about their initial choice of major
- Beach Learning Community participants
- CSULB students on probation
- Academically disqualified students seeking reinstatement to CSULB

For these populations, we provide:

- guidance in exploring and formulating academic plans to achieve graduation in a timely manner;
- recommendations regarding opportunities for personal growth and academic development;
- interpretation of academic requirements and institutional policies/procedures; (e.g., issues regarding repeat, withdrawal, unit limits, timely graduation, probation, and reinstatement);
- campus and community referrals when students encounter academic and non-academic challenges.

The University Center for Undergraduate Advising operates on an appointment basis; however, students may walk in during available Quick Question hours. Visit the UCUA website at <http://www.csulb.edu/ucua> or call (562) 985-4837. The UCUA is located in the Horn Center, Room 103.

Bickerstaff Academic Center for Student-Athlete Services

The Bickerstaff Academic Center (BAC) serves as an academic resource for CSULB's NCAA Division I student-athletes. The BAC's mission is to promote student success for our student-athlete population, including helping them maintain the academic standards necessary for NCAA eligibility, persist to graduation, and achieve their overall educational goals. While advising is the core service provided by the BAC, it also has developed additional academic support programs to help student-athletes succeed. These programs include the Freshmen Transitions Program, which assists incoming students acclimatize to university life, Supervised Study Hall, Tutorial Program, Mentoring Program, and Freshmen Academic Skills Workshops.

In addition, the BAC staff closely coordinates with other essential academic support services throughout the University including: The Learning Assistance Center, the Writer's Resource Lab, the Career Developmental Center, Department-based tutorial services, Counseling and Psychological Services, and Student Orientation Advising and Registration. For more information, call (562) 985-4777 or go to KIN-67.

Prebaccalaureate Advising Support Services

PASS provides advising, placement, intervention, and support to admitted students who are required to complete Composition I, ALI 145/150 and MAPB 1, 7, 11 courses as mandated by the CSU Executive Order 1048.

PASS is located in LA5-361, online at www.csulb.edu/pass, and may be reached at (562) 985-7895.

Engineering Student Success Center (ESSC)

Coordinator of Academic Advising

Jason Deutschman (562) 985-2729

Director of Professional Development and Internship

Emmitt Clark (562) 985-1719

Director of Outreach and Recruitment

Saba Yohannes-Reda (562) 985-1463

The Engineering Student Success Center provides key services to students in an inclusive environment that fosters collaboration, community building and academic success skills. The center provides outreach and recruitment activities, first-year experience programs for freshmen and incoming transfer students, mandatory academic advising by professional and peer advisors, tutoring resources, professional development and assists with internship opportunities. As a one-stop shop, the center encourages students to visit for help from professional advising staff. The center focuses its full efforts on informing, engaging and encouraging students to be self-directed in their educational planning process and overall academic success.

College of Health and Human Services Academic Advising Center

The CHHS Academic Advising Center provides comprehensive academic advising for all currently matriculated CHHS undergraduate students. For information visit www.csulb.edu/chhsadvising or call (562) 985-2691.

Jensen Student Access to Sciences and Mathematics Center (SAS Center)

The James L. Jensen Student Access to Sciences & Mathematics (or SAS, for short) Center serves to support, prepare, and advance the education of students in all fields of science and mathematics through active participation in research, scholarship, and co-curricular activities. We provide numerous student development programs and activities for students in the science and math disciplines, including orientation programs for incoming freshmen and transfer students, pre-health professions advisement, and research opportunities through federally-funded programs. Additionally, the SAS center offers free, drop-in science and math tutoring, career and graduate school preparation workshops. Finally, we offer cutting edge technology infrastructure for students through our G2 Computer Lab. The SAS center is dedicated to educating current and prospective students, family members, counselors, and administrators about the assortment of resources offered at the university in order to encourage overall student participation and academic success. For information, visit www.csulb.edu/sas, call (562) 985-4682, or visit us in the Hall of Science, Room 164 (HSCI-164).

University Honors Program

The University Honors Program offers small discussion classes with students who share similar interests and abilities; personalized academic advisement and guidance each semester; opportunities for a distinguished undergraduate record as one of fewer than 600 Honors students on campus; and the opportunity to complete an undergraduate thesis project in the area of the student's major. Normally, students should be in the upper ten percent of their high school classes, and have an ACT composite score of at least 24, and/or strong SAT scores, and a GPA of 3.5 or higher. If not all criteria are met, under special circumstances, applicants may be evaluated for admissions consideration by the Honors Program Director. For more information, please visit the Honors office, Library Room 214, or our website at www.csulb.edu/uhp.

Student Academic Support Services

CSULB provides a broad range of educational and student support services to assist students. The following programs compliment and support classroom instruction.

Career Development Center

The Career Development Center provides resources and assistance for choosing a college major, developing career plans, finding internships or employment, and applying to graduate school. The CDC hosts BeachLINK, the campus web portal for all career services and an interactive job board featuring internships, full-and part-time jobs, and volunteer opportunities. Services at the CDC include the one-on-one career counseling and job search coaching, drop-in advising, group workshops and access to the Career Resource Library, which houses both print and online resources on careers and job search methods. During Fall and Spring semesters, the CDC hosts job fairs, employer information sessions, and the on-campus interviewing program. For information, call (562) 985-4151, visit <http://careers.csulb.edu>, or go to Brotman Hall, Room 250.

Employment Opportunities

The Career Development Center receives over 10,000 job listings every year for full-time and part-time jobs on and off campus, internships and on-campus interview opportunities. Students can access these listings on BeachLink, CSULB's online job and internship posting board at <http://careers.csulb.edu>.

Internship Program

The Career Development Center Internship Program assists students from all majors with locating paid and unpaid career positions with corporations, businesses, nonprofit agencies, and institutions. The internship program provides students with information regarding academic credit for internships. Students can access internship opportunities on BeachLINK, CSULB's online job search site, <http://careers.csulb.edu>. Additionally, the Career Development Center offers a one-unit elective course to undergraduate students seeking to obtain academic credit for the internship. The internship class, *Leadership in the Workplace* is open to undergraduate students in all majors. For information, contact the Internship Program Office (562) 985.5552 or email interns@careers.csulb.edu or visit <http://careers.csulb.edu>.

Disabled Student Services (DSS)

Disabled Student Services (DSS) under the direction of David Santilippo, provides services for students including registration assistance, academic advising, exam accommodations, and parking assistance. DSS programs include the High Tech Center, which provides computer support services and alternative media requests; Hearing Impaired Support Services, which provides sign language interpreting and real time captioning; and the Stephen Benson Learning Disabilities Program, which provides psychoeducational assessment and disability management counseling. DSS consults with Department of Rehabilitation clients through the WorkAbility IV Program. Other services include writing support, special admission assistance, and the campus organization for students with Autism or Aspergers, LIFE (Learning Independence for Empowerment), which provides support to students who need assistance socially navigating the campus, work environment, or personal life for a more independent and successful experience. For more information, call (562) 985-5401, visit www.csulb.edu/dss or go to Brotman Hall, Room 270.

College Assistance Migrant Program (CAMP)

The College Assistance Migrant Program (CAMP) is a federally funded program designed to assist migrant and seasonal farmworker students and their immediate family members to successfully complete the first undergraduate year of study at Cal State Long Beach. CAMP offers assistance with academic and financial support such as: individualized one-on-one academic counseling and tutorial services, life skill workshops, a \$400 educational stipend for qualifying participants, exposure to social and cultural events, leadership conference, and educational excursions.

For more information please contact us at 562-985-2006 or email: camp@csulb.edu. Office location: LA1-107, website: www.csulb.edu/camp

Educational Opportunity Center

The Educational Opportunity Center (EOC) is a federally funded program designed to identify and assist low income, first-generation adults who want to enter, re-enter or continue in a program of postsecondary education. Adults enrolled or interested in enrolling in a high school diploma or GED program are encouraged to seek services. For information, call (562) 570-3710, visit www.csulb.edu/eoc, or go to 3477 Atlantic Avenue 2nd Floor, Long Beach (cross streets Atlantic Avenue and East Wardlow Road.)

Educational Talent Search

This federally funded program identifies, selects, and assists low-income, first-generation individuals between the ages of 12 to 27 to continue in and graduate from secondary school and enroll in a postsecondary educational program. For information, call 562-596-0471 or visit www.csulb.edu/ets.

Student Support Services Program

SSSP is a federally funded program that provides academic development opportunities to students who are first-generation, low income and/or have a disability and motivates them toward successful completion of their postsecondary education. SSSP strives to increase the college retention and graduation rates of its participants by providing academic tutoring and advising, financial and economic literacy counseling and assistance with applying to graduate and professional programs. For information, call (562) 985-2185 or go to Liberal Arts 1, Room 104.

Upward Bound Program

This program is a federally funded college preparatory program designed to assist first generation, low-income high school students who have the potential to pursue postsecondary education. Program assists participants in their efforts to complete high school successfully and obtain a college education. It services summer and weekend academic instruction, tutoring, academic, personal and career counseling, cultural activities and college application and admissions assistance. For information, call (562) 985-5520 or visit www.csulb.edu/upwardbound.

Educational Opportunity Program (EOP)

EOP is a state funded program that provides access/admissions support, academic support and retention services to low-income, first-generation college students to help overcome the obstacles that may prevent them from furthering their education and reaching their potential. For information, call (562) 985-4288, visit www.csulb.edu/eop, or go to the EOP Admissions Office at LA1-103.

Summer Bridge Program

This program provides an intensive-four week summer experience for selected first-time freshmen EOP students. It provides English and mathematics instruction, tutoring, orientation to the campus, study skills workshops and enrichment activities to prepare students for the challenges of college. For information, call (562) 985-5637, visit www.csulb.edu/summerbridge or go to Liberal Arts 1, Room 119.

Educational Equity Services

The Office of Educational Equity Services (EES) assists in the admission and retention of low-income, first generation college students, migrant students and academically and economically disadvantaged students, some of whom might not otherwise be enrolled in the University. For information, call (562) 985-2185 or go to Liberal Arts 1, Room 104.

Partners for Success

Partners is a mentoring program that provides students with an experienced faculty mentor for guidance and individual advising relating to college transitions, academics and major selection.

Center for Community Engagement

The center supports community-based scholarship and learning such as service-learning, community-based participatory research and other types of campus-community engagement. Our purpose is to enrich the educational experience of students by serving as a facilitative partner and resource for students, faculty, staff and community members in strengthening community capacity; promoting shared community-based participatory research and planning; and building social and political capital through the coordination of community and civic engagement, effective service learning and reciprocal community collaboration. The Center is located in the Academic Services Building Room 127. For information call (562) 985-7131 or visit www.csulb.edu/cce.

Writer's Resource Lab

The Writer's Resource Lab provides individualized instruction to help CSULB students develop their writing abilities. For specific information or to make a tutoring appointment, please stop by the Writer's Resource Lab in LAB-206 or call (562) 985-4329.

Learning Assistance Center

The Learning Assistance Center (LAC) offers four programs to help students achieve academic success. Learning Skills offers individual appointments with Learning Skills Specialists and classroom workshops on strategies for student success. The Learning Skills program offers free individual appointments and classroom workshops to help students consider, review, and master their study habits and strategies. The Tutorial Services Program offers individual and drop-in tutoring for specific course content. Though these services require a fee, many students may be eligible for a fee waiver provided by referring campus partner programs. ESL Language and Writing Tutoring offers free appointment-based tutoring and an informal drop-in conversation lab for international students and other second language learners. The Supplemental Instruction Program provides peer-based in-class support for historically difficult courses and specific freshman populations. The LAC typically hires student employees for fall and spring semester. For more information or to make an appointment, visit our website at <http://www.csulb.edu/lac> or call us at (562) 985-5350.

Study Abroad Programs

This program assists CSULB students and faculty to select and prepare for an educational experience in another country. Study abroad options include short-term programs (summer and winter), semester programs, and year-long programs. International internships, volunteer, and work experiences are also available. Students may be eligible for financial aid, loans, or scholarships to assist them with a study abroad experience. The office is located in the Center for International Education in Brotman Hall, Room 201.

International Student Services

International Student Services serves some 2,700 non-immigrant students, representing over 90 countries, by assisting them with their academic, personal, and cultural growth and development during their years at CSULB. This is accomplished through professional counseling and advising; assistance with Department of Homeland Security (DHS) regulations, paperwork processing, and documentation; student orientation activities; and assistance with registration. The ISS staff also serves as the University liaison with consulates, embassies, businesses, foundations, and community organizations concerning international students at CSULB. ISS is located in the Center for International Education in Brotman Hall, Room 201.

International Programs

Developing intercultural communication skills and international understanding among its students is a vital mission of The California State University. Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 20,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 50 recognized universities and institutions of higher education in 18 countries, the International Programs also offers a wide selection of study abroad destinations and learning environments.

Australia..... Griffith University, Macquarie University,
..... Queensland University of Technology,
..... University of Queensland,
..... University of Western Sydney, Victoria University
Canada Concordia University (Montréal)
Chile Pontificia Universidad Católica de Chile (Santiago)
China Peking University (Beijing)
Denmark Danish Institute for Study Abroad
..... (international education affiliate of the
..... University of Copenhagen)
France Institut Catholique de Paris,
..... Université d'Aix-Marseille (Aix-en-Provence),
..... Universités de Paris I, III, IV, VI, VII, VIII, X, XI, XII, XIII,
..... Université Paris-Est Marne-la-Vallée,
..... Université d'Evry Val d'Essonne, and
..... Université de Versailles Saint-Quentin-en-Yvelines

Germany.....
 University of Tübingen and

 a number of institutions of higher education

 in the Federal state of Baden-Württemberg
 Ghana.....
 University of Ghana, Legon
 Israel.....
 University of Haifa
 Italy.....
 CSU Study Center (Florence),

 Accademia di Belle Arti Firenze
 Japan.....
 Waseda University (Tokyo)

 University of Tsukuba
 Korea.....
 Yonsei University (Seoul)
 Mexico.....
 Instituto Tecnológico y de Estudios

 Superiores de Monterrey,

 Campus Querétaro
 South Africa.....
 Nelson Mandela Metropolitan University,

 Spain.....
 Universidad Complutense de Madrid,

 Universidad de Granada,

 Universidad de Jaén
 Sweden.....
 Uppsala University
 Taiwan.....
 National Taiwan University (Taipei),

 United Kingdom.....
 Bradford University, University of Bristol,

 University of Hull, Kingston University,

 Swansea University

Students participating in International Programs pay CSU tuition and program fees, and are responsible for airfare, accommodations, meals and other personal expenses. Financial aid, with the exception of Federal Work-Study, is available to qualified students and limited scholarship opportunities are also available. Most International Programs require students to have upper-division standing at a CSU campus by the time of departure; several programs are open to sophomores or Graduate students. California Community College transfer students admitted to a CSU campus are eligible to apply (to select programs) directly from their community colleges. Students must possess a current cumulative grade point average of 2.75 or 3.0, depending on the program, and must fulfill all coursework prerequisites. Additional program

information and application instructions can be found on our website at www.calstate.edu/ip.

Campus Services

Center for Scholarship Information

This center serves as a campus resource on the complete scholarship process. The center maintains a database of scholarships on- and off-campus and advises students on how to search and/or apply for scholarships. For information, call (562) 985-2549, go to www.csulb.edu/scholarships or visit the center in the University Student Union, Room 238.

Child Development Center, Isabel Patterson

The Isabel Patterson Child Development Center (IPCDC) serves as a family support service for CSULB students by offering early care and education programs for children from six months through second grade. The IPCDC enables student parents to attend classes and is dedicated to ensuring that no student parent is denied access to higher education because of a lack of affordable campus childcare. Enrollment priority is given to CSULB students, and then opened to faculty and staff, CSULB alumni, and the community as space allows. Accredited by the National Association for the Education of Young Children, the IPCDC is an exemplary program which models current principles and practice in child development. For information, call (562) 985-5333, <http://www.asicsulb.org/pages/child-development-center> or visit the center at 5700 Atherton Street.

Partners for Success Faculty Mentoring Students Program

Partners for Success is a mentoring program that provides first-generation students and sophomores with specific GPA criteria with an experienced faculty mentor for guidance and individual advising relating to college transitions, academics and major selection. Faculty mentors also provide support and campus resources such as tutoring, counseling and involvement opportunities to ensure students success to graduation. For information and a student application, visit www.csulb.edu/partners, email partners@csulb.edu or call (562) 985-7562.

Counseling and Psychological Services

This service provides students with short-term counseling, group counseling, referrals to community providers, psycho-educational workshops and crisis intervention services. The Center also helps students meet personal challenges associated with identifying and achieving academic, career, and life goals. For information, call (562) 985-4001, visit www.csulb.edu/caps or go to Brotman Hall, Room 226.

Student Health Services (SHS)

This service provides medical services, preventive health and health education program. All regularly enrolled CSULB students who have registered for the current semester and have paid the \$45.00 mandatory health fee are eligible for services. Services also are available for students taking classes through College of Continuing and Professional Education for \$15.00 per visit (while classes are in session), and for students on educational leave for a non-refundable \$45 fee. Most medical services are covered under the basic service fee, with the exception of pharmacy, external labs

and x-ray copies.

An array of health education services, alcohol and drug abuse prevention workshops, nutrition counseling, HIV testing/counseling and sexual health awareness workshops are offered at SHS. For information, call (562) 985-4771, visit www.csulb.edu/shs or go to the Student Health Center on the corner of Beach Drive and Merriam Way.

Note: A medical emergency arising on campus should be directed to University Police by dialing 9-1-1.

- **Immunization Requirement Clearance**

Entering CSU students are required to present proof of MMR (Measles, Mumps and Rubella) and Hepatitis B before the beginning of their first term. (Refer to Admission to the University, Immunization Requirements section of this catalog.) Clearance is obtained at Student Health Services by showing proof of immunity using medical records or by receiving immunizations (available at SHS). Medical and religious exemptions are available. For information and hours of operation, call the SHS Immunization Hotline at (562) 985-5411 or go to www.csulb.edu/shs.

U.S. Passport Application Acceptance Office

This office is authorized by the U.S. Department of State to accept and execute passport applications. (Passport processing is completed by the U.S. Department of State.) The office is located in Brotman Hall 250 and open to the public. A passport photo service is offered onsite. Information on required forms, documents and fees is available at <http://passport.csulb.edu> or by calling (562) 985-7790.

Veterans Services

CSULB Veterans Services is the primary support center at CSULB for military veterans, service members and their dependents. A primary role of the office is to certify student eligibility for education benefits offered by the U.S. and California Departments of Veterans Affairs. Other services include outreach to prospective student veterans, advising, and advocacy for veterans and their dependents. A US Department of Veterans Affairs Counselor is available to assist with federal veterans benefits through the VetSuccess on Campus program. For information, call (562) 985-5115, go to the Foundation Building, Room 220, or visit www.csulb.edu/veterans.

University Ombuds

This office is an independent, neutral resource for informal problem-solving serving the entire campus community. The office answers inquiries about the university, provides a safe place for discussing sensitive issues and identifying options, facilitates conversations and engages in conflict resolution, including mediation. The office maintains confidentiality in accordance with the Code of Ethics of the International Ombudsman Association, the limits of the law, and our organizational context. Appointments are suggested; walk-in cases are usually accommodated depending on availability. CSULB Foundation, Suite 140; (562) 985-5983; www.csulb.edu/president/ombuds.

University Library

The library provides information resources that support teaching and learning and provides enrichment and recreation for members of the campus community, as well as other scholars and community members. Library staff are committed to helpful, efficient customer service. Home to the Spidell Center, the largest student computing facility on campus, the library is a leader in the delivery of digital content and in marshalling technology to facilitate scholarly inquiry. For more information, visit www.csulb.edu/library.

Student Life and Resources

There are many options for students to get involved and create positive experiences and relationships at CSULB. Students are encouraged to make social connections and make a positive difference and to make the most of their time at "The Beach."

Student Life and Development (SLD)

The Office of Student Life and Development provides extensive developmental, leadership, service and involvement activities for students. SLD services include orientation for student leaders; and organizational advising and program approvals for more than 300 recognized student organizations, including fraternities and sororities, cultural clubs and religious groups. SLD also oversees the Lois J. Swanson Leadership Resource Center, Leadership Academy, Student Cultural Resource Centers, American Indian Student Services Program, and Student Academic Travel Grants. Contact SLD at (562) 985-4181 or www.csulb.edu/sld or go to the University Student Union, Room 215.

College Organizations

Many academic departments have academically-related student organizations and discipline based honorary societies. Students from each academic organization departmental association work together on a college student council for each of the seven colleges. These groups promote interaction between faculty and students, and sponsor speakers, seminars, social gatherings and other activities. Staff from Student Life and Development play a key role in coordinating major events sponsored by these groups.

Leadership Resource Center, Lois J. Swanson

This center prepares CSULB students to be the world's best leaders and maximize leadership potential with a commitment to serve others through the LRC services and programs. The LRC also offers two personal development programs for students: Financial Fitness and Conflict Resolution. The LRC provides a leadership library and offers consultations for classroom facilitation, conferences and customized workshops and seminars. For information, call (562) 985-1936 or go to University Student Union, Room 314.

Leadership Academy

The academy is a three-part extracurricular, certificate-bearing program composed of workshops, community service and practical application. The purpose of the Academy is to help students increase their understanding of

leadership skills and improve their leadership potential. The Advanced Leadership Challenge, open only to Leadership Academy graduates, builds the theories and foundation skills students gain in the Leadership Academy and involves a practical application of those skills and theories. For information, call (562) 985-1936 or go to the University Student Union, Room 314.

Multicultural Center

The Center's mission is to contribute to the creation of a campus environment which respects and supports cultural, ethnic, racial and religious diversity. The Center has an educational Resource Library which serves students, faculty and staff. The Multicultural Center offers, S.T.A.R. (Students Talk About Race), a professional diversity workshop that is free to students. For information, go to Faculty Office building 3 (F03), Room 03, call (562) 985-8150 or visit www.csulb.edu/mcc.

Student Resource Centers

There are five student-run resource centers on campus. These venues are for affiliated student organizations to conduct program planning, peer mentoring, officer meetings, and post information about scholarships, service and internship opportunities.

- African Student Resource Center, FO4-274
- American Indian Student Study Center, FO4-282
- Asian Pacific Student Resource Center, FO4-277
- Lesbian/Gay/Bisexual/Transgender Student Resource Center, FO4-165
- Raza Student Resource Center, FO4-262

Student Government

The Associated Students Government provides for student self-governance and the development of leadership abilities to ensure the full and effective participation of students in civic affairs and campus shared governance. ASI offers student programs and activities that complement the academic curriculum of the university and develop career related skills. ASI also advances student welfare beyond the university setting by mobilizing student participation in the full range of democratic channels including voter education, voter registration, and legislative lobbying. For information, call (562) 985-5241 or visit www.csulb.edu/asi.

Student Recreation and Wellness Center

The SRWC is a 125,000+ square foot facility with fitness programs, instructional classes, a rock climbing wall, multi-activity courts, swimming pool, sand volleyball, 20,000+ square feet of weight room and cardio space, and more. The SRWC serves as a place for students, faculty, staff and alumni to exercise, study and hang out and provides opportunities for student employment and internships.

University Interfaith Center

This center is an association of 12 faith traditions serving the educational community of CSULB. The Center strives to enhance the educational experience by encouraging students, faculty and staff in their pursuit of spiritual growth, community building, faith development and personal values. For information, call (562) 985-7595 or go to Brotman Hall, Room 178.

University Student Union

Located in the center of campus, the 180,000 sq. ft. University Student Union offers weekly entertainment activities and numerous recreation and leisure activities. A "home away from home," USU amenities include bowling lanes with a cosmic bowling feature, billiards, video gaming, various lounge spaces, outdoor swimming pool, food court and retail vendors including a full-service bank and ATM's, as well as facilities for meetings, luncheons and films. Discounted theme park and movie tickets are also sold at the Information Center

Women's and Gender Equity Center

This center supports and facilitates the educational, professional and personal success of campus women through targeted educational programs, and campus and community resource connections. The center also coordinates Project Safe, a program to reduce the incidence of sexual assault, relationship violence and stalking. For information, call (562) 985-8576, go to www.csulb.edu/wrc or visit Liberal Arts 1, Room 102.

ACADEMIC INFORMATION AND REGULATIONS

Frequently Asked Questions

Students ask many of the following questions about the processes and rules of CSULB. Successful students know the answers to these frequently asked questions. Please read them carefully. Knowing these answers can help you avoid pitfalls during your first semesters on campus. For further information, contact the University Center for Undergraduate Advising at (562) 985-4837.

- 1. Why is it critical that I check e-mail from CSULB?** It is important to check your e-mail regularly since this is the primary means by which you will receive important information from the University (e.g., deadlines for adding and dropping classes, your enrollment appointment date).
- 2. How do I tell the University about a change in my phone number, e-mail address or mailing address?** You can use MyCSULB to change your phone number, e-mail address, indicate the e-mail address that you prefer to use, or change your mailing address. Click on "Personal Information" to view your current information and to make changes.
- 3. Why should I check my official class schedule at the beginning of each semester and again after two or three weeks?** It is important to make sure that you are officially enrolled in every class you are attending and not enrolled in any class you are not attending. Remember that an instructor can give you permission to add a class, but only you can officially enroll yourself in a class.
- 4. Why is it important that I personally drop classes that I have registered for but am no longer attending?** Instructors do not have the responsibility to drop students. Students must drop classes they no longer want or never attended (using MyCSULB) up to and during the first two (2) weeks of the semester.

Beginning the third week, students must use the official withdrawal petition to change their schedule. (See the section on Withdrawals for the rules that apply to withdrawal after the third week of classes.)

Official withdrawal is indicated on the transcript with the symbol "W." This designation does not affect grade point average (GPA). Undergraduates may withdraw from a career-maximum of 18 units per Executive Order 1037.

Students who fail to withdraw officially within the established deadline receive a "WU" symbol (unauthorized withdrawal). In the calculation of the GPA, a "WU" is counted as an "F" grade.

- 5. Can I enroll in a Fall class that requires a prerequisite if I am currently enrolled in the prerequisite course this Spring?** Yes, your work in progress in the spring will be considered as meeting the prerequisite for registration purposes. However, if you fail the class in question, you will be dropped from the class that requires the prerequisite.

- 6. Can freshmen/sophomore students take upper-division (300-499) classes?** University policy prohibits students with under 30 units from taking upper-division courses without permission of the instructor.
- 7. What can I do if I get a "D" or "F" or "WU" in a course?** The University has a policy which allows undergraduates to repeat a course in which they earned a "D", "F," or "WU". If the second grade is a "C" or better and taken at CSULB, the second grade will be used to calculate your GPA. Both grades remain on the transcript, but the first one is "forgiven" from the GPA calculation. This can only be done once per course at CSULB. If you don't earn a "C" or better on the second try, all grades will be counted. Undergraduate students may repeat 28 units of which 16 can be for grade forgiveness, per Executive Order 1037. For further details, refer to the "Repetition of Courses for Credit" in this section of the *Catalog*.
- 8. Can I use a first name other than my legal name?** CSULB recognizes that, within our community, many students use names other than their legal names to identify themselves. As long as the use of this different first name is not for purposes of misrepresentation or to avoid legal obligations, the university acknowledges that a preferred first name can be used wherever possible as students engage in their education at CSULB. Therefore, the University allows for any current student to utilize a preferred first name whenever possible. To protect the University and to promote a positive campus community, requests will be reviewed for appropriateness. Preferred names cannot be nicknames, cannot contain foul or inappropriate language, nor can they be used for purposes of misrepresentation. The University reserves the right to approve or reject a request for the use of a preferred first name. Requests will be reviewed by Enrollment Services. Inappropriate use of the preferred first name guidelines—including, but not limited to, avoiding a legal obligation or misrepresentation—may be cause for denying the request. Inappropriate use of the preferred first name guidelines may result in a violation of the Standards for Student Conduct (CSULB Campus REGS, www.csulb.edu/regs) and may be referred to the Director of Student Conduct and Ethical Development.

Academic Calendar

California State University, Long Beach operates on a semester system, which is supplemented by a fee-supported summer term and a fee-supported winter session. Normally, fall semester classes begin in late August or early September. The last day of instruction usually comes midway in December; this allows for a week of final examinations prior to the winter recess, which begins about December 20. The spring semester usually begins in the last week of January and ends in mid-May, in time for a week of final examinations and the week of commencement.

exercises just before or after Memorial Day. The summer term begins in June through July and into late August.

Enrolling in Classes

Registration dates and detailed instructions can be found on the Enrollment Services website. Continuing students, returning undergraduates and newly admitted graduate students are sent a registration appointment date. Undergraduate students who are new to CSULB register when they attend the Student Orientation, Advising and Registration program (SOAR).

Students may enroll in classes via "MyCSULB" starting on the enrollment appointment day assigned by the University through the first two weeks of the fall and spring semesters. During the third week of the semester written permission on a Late Registration Request form is required from the instructor and a stamp of approval is required from the department. Late registration requests will be considered during the fourth week of instruction with the payment of a missed deadline fee.

Students receiving instructor or department "permission" to add classes via MyCSULB or who have been added to an instructor's wait list or roster must still complete the add procedures by the dates listed each semester. No request to add classes will be considered after the fourth week of the semester unless there is a verifiable technical error.

Students are not permitted to attend any class for which they have not officially registered.

Note: Students must complete the procedures for official enrollment in classes. Instructors, advisors and departments cannot add students into classes.

Registration Holds

Students may be prevented from registering because they have not met a University obligation. Students can view their own information (HOLDS) on MyCSULB.

Financial Holds

Students are personally responsible for making sure that registration fees and any other fees or charges are paid on time to CSULB, regardless of who funds the student's education.

These charges can include payment for items damaged, returned late, or not returned, and can include course fees for some courses or activities.

Students can review their account balance at MyCSULB. Payment can be made on MyCSULB or at the Cashier's Office, BH-148.

Students who have an unpaid balance will have a financial hold placed on their academic records until the balance is paid or a written release from the originating office is received by the Student Account Services Office. The hold restricts the student from receiving University services, including but not limited to registration, grades, and transcripts.

If the obligation continues to appear on the University reports, the student's name will be submitted to the Franchise Tax Board. In this case, the student or former student permanently loses the privilege of submitting checks as payment for fees or services. (Acceptable methods of payment are cash, cashiers' check or money order). The State then has the authority to withhold amounts owed to the

University from any tax refund to which the student may be entitled.

Other Holds

The following types of holds may appear. Students should contact the office listed for information about how to clear the hold.

- Failure to take a required test - Testing and Evaluation Services (562) 985-4006
- Remediation hold - Pre-baccalaureate Advising and Support Services AS 14, (562) 985-7895
- Perkins Loans – Business Office, BH 155, (562) 985-5348
- Measles/Rubella – Student Health Services, (562) 985-4771
- CIE hold (Foreign Clearance) – Center for International Education, BH 201, (562) 985-4106
- No Major Hold – Enrollment Services, BH 101, (562) 985-5471
- Timely Graduation Hold – Enrollment Services, BH 101, (562) 985-5471
- Advising Hold - Advisor for Major

Advising for Freshmen

CSULB is committed to offering our students the best possible first-year experience; therefore, we have established procedures which will ensure that all students receive accurate and timely academic advising. Advising is an opportunity for students to connect to their college or department advisor, faculty and staff to discuss future educational plans. Through this connection, students will be able to discuss future educational goals, review program options, and receive advice on course selection.

This connection is one of the most important steps to your future success at the Beach! We feel so strongly about ensuring that you have advising as you prepare for your sophomore year, that we require all freshmen to participate in the program prior to registering.

In addition, CSULB advisors can assist in a variety of different ways by working with students to broaden interests; develop academic and career goals; identify major areas of academic interest; create realistic plans of study; increase decision-making skills; take responsibility for academic direction.

All entering freshmen have "advising holds" placed on their records for their first year and will not be able to change their schedules without consultation with an advisor. Mid-way through the semester, freshmen will receive information about the Mandatory Advising Program, a comprehensive advising session to prepare for the next semester course selections. The advising hold will be removed after the student attends the advising session.

Class Attendance

Students are expected to attend classes regularly. Classroom attendance is often one of the most necessary and important means of learning and, in many classes, is essential to the educational objectives of the course.

Faculty members must include their guidelines for assigning grades in the syllabus. The syllabus must make clear whether any portion of the grade is based on attendance and/or participation. It is the students'

responsibility to make themselves aware of each faculty member's guidelines by carefully reading the syllabus. (PS 04-05)

Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused. Faculty members may require students to provide documentation for excused absences.

There are numerous classes offered on campus where attendance is crucial since student participation is essential. Absence from these courses may impact the work and participation of other students. Students who anticipate extended or multiple absences during a particular semester should consult with their advisor and the faculty member before enrolling in any class to determine whether it will be possible to complete the requirements for the course. Students who realize after enrollment that they will have extended or multiple absences should consult with the faculty member to see whether it will be possible to complete the course requirements.

The earliest possible notification is preferred. In some circumstances, it may be possible for the student to notify the faculty member of anticipated absences (e.g. for religious reasons or for scheduled athletic events) during the first week of enrollment. Advance notification (minimally one week in advance) is required for the following absences:

1. Jury duty and other government obligation
2. Religious reasons
3. University sanctioned or approved activities

The California Education Code (section 89320) requires "each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed. This requirement shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship which could not

reasonably have been avoided. In any court proceeding in which the existence of an undue hardship which could not reasonably have been avoided is an issue, the burden of proof shall be upon the institution."

It is the responsibility of the student to make advance notification, contact the faculty member to make arrangements to make up any academic work that may be missed, submit assignments on time, and to make arrangements regarding activities, tests, quizzes, or exams that may be scheduled during the absences.

If a student does not notify the faculty member one week in advance of the date of absences for these reasons (jury duty, governmental service, religious observances, or University sanctioned activities), the instructor is not required to adjust the class schedule or to allow for make up activities, tests, or exams. Students shall not, however, be penalized for excused absences when circumstances make it impossible to provide advance notice (e.g. student is engaged in a University sanctioned event such as a performance, tournament, or playoff which cannot be anticipated).

A student who expects to be absent from the University for any valid reason, and who has found it difficult to inform the instructor, should notify the academic department office. The department office shall notify the student's instructors of the nature and duration of the absence. It remains the responsibility of the student to arrange with instructors to make up any academic work missed.

In circumstances where an actual assignment, some specific class work, an activity, a quiz, or an exam cannot reasonably be made up, it is the instructor's option to assign alternative work. (PS 01-01)

Visitors to Classes

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Faculty Office Hours

The purpose of office hours is to provide opportunities for student-faculty interaction outside the classroom. Each instructional faculty member will hold one office hour per week for every class taught, up to a maximum of four hours. The faculty member's office hours, phone number, and email contact will be posted by the door and announced in the syllabus. (PS 02-10)

Cheating and Plagiarism

It is the policy of the faculty and administration to deal effectively with the student who practices cheating or plagiarism. These acts are fundamentally destructive of the process of education and the confident evaluation of a student's mastery over a subject. A University maintains respect and functions successfully within the larger community when its reputation is built on honesty. By the same token, each student benefits in helping to maintain the integrity of the University. This policy, therefore, provides for a variety of faculty actions including those which may lead to the assignment of a failing grade for a course and for administrative actions which may lead to

dismissal from the University. This document is written with the intent to support the traditional values that students are on their honor to perform their academic duties in an ethical manner.

General

The following definitions of cheating and plagiarism shall apply to all work submitted by a student. Any change or refinement in the following definitions or applications of the definitions, necessitated by the nature of the work involved, shall be made by the faculty member or departments desiring the change. Any change shall be announced, in writing, in the relevant classes before the work is assigned and a copy of the changes will be filed in the department office and in the Office of Judicial Affairs.

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for

students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Faculty Responsibilities in Allegations of Cheating or Plagiarism

Before a faculty member charges a student with cheating or plagiarism, the faculty member should have reasonable evidence with respect thereto. Reasonable evidence includes documentary or other physical evidence, personal observation, or testimony. Prior cheating or plagiarism is not reasonable evidence. In order to establish facts of the student's knowledge or skill, the faculty member may ask the student to provide such additional demonstration of competency as the faculty member deems necessary to evaluate scholarship and academic performance. The faculty member must advise the student that a decision to provide an opportunity for such an additional demonstration of competency is entirely at the faculty member's option and that the student may comply with the request of the faculty member at the student's option. Neither compliance nor non-compliance shall be considered an admission of cheating or plagiarism.

In cases where a student is suspected of cheating or plagiarism, the faculty member should arrange for an informal office conference with the student as soon as possible. The purpose of the informal conference is to bring the persons involved together to discuss the issues informally and to discuss courses of action. At the conference the student shall be notified by the faculty member of the charge and supporting evidence. For an incident which occurs during or as a part of a final examination consult the section just below.

In cases where there is more than one individual suspected of cheating or plagiarism, the faculty member may decide to call the students to confer jointly as a group, or as individuals, or both. If the faculty member should decide to confer with the students as a group, the students shall have the option to also confer with the instructor separately as individuals.

The faculty member shall inform the student(s) that both students and faculty have the right to submit a request to the Academic Integrity Committee (discussed below) for a written opinion on whether the accusation is supported by the evidence. All notes and discussions between the student and the faculty member are confidential, except as may be relevant to the Academic Integrity Committee or in subsequent campus disciplinary proceedings. Neither the faculty member nor the student should discuss a specific charge of cheating or plagiarism or any violations with reference to individuals in the classroom before other members of the class.

When the student cannot be contacted and therefore the informal conference cannot be held, as is sometimes the case after final examinations, a grade of "I" (Incomplete) may be assigned, but only if the instructor wishes an additional test of competence (see section just above). The

instructor shall have the agreement form for assigning an "Incomplete" sent to the last known address of the student. The agreement form shall state the following:

Under the provisions of the CSULB Policy Statement on Cheating and Plagiarism, an additional test of competency related to the syllabus name of suspect demonstration (e.g., Final Examination) is requested. You may decline to do so. Please contact the instructor, the department office, or the office of Judicial Affairs for information regarding the University policy on Cheating and Plagiarism. The instructor must indicate on the agreement form the grade with will be assigned, normally 120 calendar days following mailing of the Incomplete Agreement, if the student does not respond or, responding, the student does not agree to an additional test of competence.

Charges of cheating or plagiarism cannot be brought against a student more than 120 calendar days after discovery that the work in question may have been plagiarized or that cheating may have taken place.

Notes and evidence shall be kept by the department chair or program director for a minimum of five years after the case is settled.

In implementation of the Executive Order from the Chancellor's Office that requires documentation of faculty action regarding cheating and plagiarism, the Academic Senate revised the Cheating and Plagiarism Policy to include the following language: After action has been taken by the faculty member, the faculty member shall complete a form that identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the Office of Judicial Affairs. The complete form should be sent by the faculty member to both the provost and the vice president for student affairs whenever cases of academic dishonesty are handled by the faculty member.

Academic Integrity Committee

The Chair of the Academic Senate and the Provost and Senior Vice President for Academic Affairs shall jointly appoint an Academic Integrity Committee for the University. This Committee shall consist of one member from the student body, chosen by the Associated Students Government for a one year term of office; three members of the full-time, tenured or tenure-track faculty, each with a term of office of two years, terms of office expiring in alternate years; and one member of the Office of Academic Affairs, who shall be Chair, voting only in case of ties.

The primary charge of the Committee is to receive the requests of students accused of cheating or plagiarism or the requests of faculty accusing specified student(s) of cheating or plagiarism. Following its review of the evidence, the Committee shall report its opinion to the student(s) and to the faculty member involved on whether the accusation is supported by the evidence. This opinion may not be appealed. However, when new evidence appears to so warrant, a faculty member or student may ask, in writing, the Provost or the Chair of the Academic Senate to request the Committee to reconsider a case. The Academic Integrity Committee shall make readily available the rules and procedures governing its operations.

In all cases, a Report of the Committee is advisory to the student, with whom rests the presumption of innocence, and the faculty member, to whom the decision on the evidence and academic action is reserved.

A faculty member or student who requests a review of the evidence in a case of alleged cheating or plagiarism must make such a request to the Academic Integrity Committee in writing no later than 14 calendar days following the date of first notification of the student by the faculty member of the allegation. Except under extenuating circumstances, the student and faculty member will have no more than 14 additional calendar days to provide evidence to the Committee.

To preserve the rights of privacy, the Committee meetings shall be closed. The Committee may request additional information as may be appropriate to the development of its Reports. The Committee is to provide a final Report within 21 calendar days of the submission of a request to it. Should additional time be required, the reasons should be communicated to the Provost and Senior Vice President for Academic Affairs and the Chair of the Academic Senate as well as the student(s) and faculty members involved.

The Committee is to report on its actions annually to the Vice President for Academic Affairs and the Chair of the Academic Senate.

Academic Action

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- A. Review – no action.
- B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- C. A requirement that the work be repeated;
- D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- E. Assignment of a failing final grade;
- F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

Academic dishonesty cases that occur in the classroom shall be handled by faculty members. After a faculty member takes action, the faculty member shall complete a "Student Academic Dishonesty Report" form that identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the campus Judicial Affairs Office. The faculty member shall send a completed "Student Academic Dishonesty Report" form to the Vice President for Student Affairs and Provost whenever academic dishonestly cases are handled by the faculty member.

A student may appeal a final course grade the computation of which included an examination or other test of competence in which a score of zero was assigned for

cheating or plagiarism, but only on the grounds permitted in the University Grade Appeal Policy Statement. An appeal of the final grade may include as written testimony the Report of the Academic Integrity Committee.

Disciplinary Sanctions – Administrative Action

Procedures and sanctions of the Office of Judicial Affairs are under the administration of the Vice President for Student Services and are conducted pursuant to the authority provided in Section 41301 of Title 5 of the California Administrative Code. Copies of Section 41301 of Title 5 may be found in the University Bulletin and the Campus Regulations available in the Office of Judicial Affairs. Copies of Chancellor's Executive Order 148, "Student Disciplinary Procedures for the California State University" are also available upon request.

Opportunities for appeal regarding the sanctions applied by Vice President for Student Services are provided for students involved in the proceedings as outlined by Executive Order 148.

For a summary of the charges concerning cheating and plagiarism report to the Vice President for Student Services. (PS 08-02)

Student Unit Load

Recommended Student Load

The faculty recognizes that it is frequently necessary for students to hold part-time jobs while attending the University. It advises that students enrolling under these conditions use good judgment in planning their programs. Students whose outside employment could be expected to interfere with the normal unit load should reduce their academic program accordingly.

The official unit limit per fall or spring semester is 18 units. Students seeking to exceed the 18-unit limit must complete an Extra Unit Petition form available on the Enrollment Services website.

Students are expected to spend, on the average, two hours of preparation and study for each hour of class time. Thus, a three-unit lecture or discussion course normally demands a commitment of nine hours per week averaged over the semester, with the class meeting for three hours a week. This may be considered sufficient time to enable a student to do satisfactory work. Students who desire to achieve "A" or "B" grades may wish to spend proportionately more time in their studies.

A student's employment and college time combined should not exceed 60 hours weekly. Students who make no allowances for their employment and outside obligations in planning their college programs will bear full responsibility for the resulting level of scholarship.

Minimum Unit Requirements for Students in Special Classifications

Veterans

In consideration of the Veterans Affairs Services requirement to equitably certify student veteran benefits in accordance with Title 38 of the United States Code, a post-baccalaureate student veteran in a credit-limited program is considered full-time as long as he or she is enrolled in those courses that are required by the educational program being

pursued. Full-time status is awarded to all post-baccalaureate and graduate students who have less than nine (9) units when no other units are offered in their program. This status must be approved and coordinated with the Office of Veterans Affairs Services, located in the Foundation building, Suite 265. For information, call (562) 985-5115 or (562) 985-4279.

Graduate Students

For information about graduate student load, see regulations governing Master's Degrees in this *Catalog*.

International Students

Undergraduate international students on non-immigrant visas must carry and complete a minimum of 12 units per semester unless a reduced load is authorized by the student's advisor and the Center for International Education. Reduced unit loads may be granted for substantial academic reasons or compelling personal reasons beyond the control of the student. Failure to secure such authorization results in violation of student status under Immigration and Naturalization Service (INS) and State Department regulations, warranting discontinuance of enrollment.

Students with Disabilities

It is recommended that students with disabilities attempt to modify their schedules, as necessary, to lessen the impact of a disability. Students with disabilities may request to enroll in a unit load which is commensurate with their ability. Reduced unit load is defined as less than 12 units for undergraduates and less than 9 units for graduates. Such requests must be made to Disabled Student Services prior to each semester affected. If approved, the student will be entitled to all benefits, services, and activities governed by the University which are accorded to full-time students. Eligibility for benefits, services, and activities outside the University's control will be governed by each separate external agency based upon actual unit load.

Student Load Regulations

1.0 MAXIMUM STUDENT LOAD DURING THE FALL AND SPRING SEMESTERS

1.1 A student pursuing a baccalaureate degree or a credential program carrying 12 or more units during the fall or spring semester is classified as a full-time student. A student pursuing a post-baccalaureate certificate or master's degree carrying 8 or more units or a student pursuing a doctoral degree carrying 6 or more units during the fall or spring semester is also classified as a full-time student. These definitions derive from federal financial aid regulations and have no bearing on the definitions used by the State of California to determine a student's liability for the State University Fee.

1.2 The maximum number of units a student may take during the fall or spring semester is normally 18 for undergraduate, graduate, or post-baccalaureate students.

1.3 Exceptions to this limit will be made only on the basis of proven academic ability, the feasibility of a student's proposed schedule, and the evidence that it is necessary to enroll for an overload in order to complete the student's chosen academic program in a timely manner. Permission must be obtained from the office of the Division of Academic Affairs prior to registration.

2.0 MAXIMUM STUDENT LOAD DURING THE SUMMER TERM

2.1 The maximum number of units a student may take during the summer term is one unit per week, plus one additional unit. Thus, the maximum number of units is normally 7 for one 6-week session, 10 for two overlapping sessions, and 14 for an entire summer.

2.2 Exceptions to this limit will be made only on the basis of proven academic ability, the feasibility of a student's proposed schedule, and the evidence that the extra units will enable the student to graduate in that or the immediately subsequent term. Permission must be obtained from the office of the Division of Academic Affairs prior to registration.

3.0 MAXIMUM STUDENT LOAD DURING THE WINTER SESSION

3.1 The maximum number of units a student may take during the winter session is one unit per week, plus one additional unit. Thus, the maximum number of units is normally 4.

3.2 Exceptions to this limit will be made only on the basis of proven academic ability, the feasibility of a student's proposed schedule, and the evidence that the extra units will enable the student to graduate in that or the immediately subsequent term. Permission must be obtained prior to registration from the Associate Dean of the college of the student's major department.

Course Listings

Courses are listed in this *Catalog* by department, the departments and programs being arranged alphabetically. Each listing gives the course number, title, semester units in parentheses, and the course description, which includes prerequisites and other restrictions.

Course Numbers

Courses with a number of less than 100 do not count toward any degree program. For purposes of qualifying for financial aid, however, the unit value assigned to those courses will count for the semester in which those courses were taken. Lower-division courses are numbered from 100 through 299. These courses are designed primarily for Freshmen and Sophomores. They provide breadth of understanding and the foundation for the more specialized work in upper-division, advanced courses. Approved General Education courses are listed online and are offered at both the lower-division and upper-division levels; no upper-division General Education course may be used in a graduate degree program. Lower-division courses are open to Junior, Senior, and Graduate students; however, lower-division courses may not be applied to any graduate degree program.

Upper-division courses are numbered from 300 through 499. These courses are open to students who have completed the prerequisites to the course, if any, stated in the course description and other departmental regulations given in this *Catalog*. A "Prerequisite" is a completed course or other measure of academic preparation which provides a foundation for the more advanced course.

Freshmen (fewer than 30 units) are not allowed to enroll in upper-division courses without permission of the instructor. Sophomores wishing to enroll in upper-division courses

which indicate no prerequisites should consult with the course instructor or other knowledgeable advisor prior to enrollment. These courses are presented to meet the expectations of academically advanced students.

Certain 400-level courses are double-numbered with 500-level courses. In these courses the expectations of graduate students, who must enroll in the 500-level course, are greater than the expectations of undergraduates. Grading scales are different for the 500-level course and additional work is required of graduate students. A student may not earn credit for both the 400- and 500-level versions of a course.

Graduate-level courses are numbered from 500 to 799. Courses numbered 500-599 may be opened to senior students upon favorable petition. Courses numbered from 600 to 799 are open only to graduate students.

Included with some of the course numbers is a supplementary letter, or suffix, such as L for "laboratory" or A and B for a year-long sequence. "A-B" means that the courses must be taken in alphabetical sequence; "A,B" designates related courses which need not be taken in sequence. The student is given degree credit for each part of the sequence satisfactorily completed, whether or not the remaining part of the sequence is completed. Funding, student demand, and instructor availability may require that a course be offered in a different semester or session or be postponed until a later academic year. The online class schedule appropriate to the semester or session in question should be consulted for actual course scheduling information. Some of the courses offered during the fall and spring semesters are also offered during the summer session.

The University reserves the right to make changes in course offerings without notice.

Course Credit Units and Modes of Instruction

Course Credit Units

Each course has a specific credit unit value which is indicated in parentheses following the course titles in this *Catalog*.

In accordance with national standards, each semester unit corresponds to approximately 45 hours of work per semester, counting both class meeting time and outside preparation and study. For a traditional lecture or discussion course, this means that the class will meet one hour a week for every unit in a fall or spring semester (15 weeks of class meetings). For a laboratory or activity course, the class may meet two or three hours per week for every unit.

The instructional "hour" is fifty minutes long, allowing for transit between classes and rest breaks within multi-hour classes.

Classes scheduled in the six-week summer session, or in a three-week summer or winter session, are scheduled for additional class hours per week so the total meeting time is the same as in a fall or spring semester. Classes taught by other modes of instruction are expected to require the same time commitment as traditionally-scheduled classes.

Hybrid Classes and Distance Education Classes

Some classes use academic technology to replace part or all of the face-to-face class meetings. In a hybrid class, one-third to two-thirds of the student/faculty and student/student contact time uses academic technology to structure remote activities. The remaining communication is face-to-face, similar to traditional classes. A Local Online Class is a course offering in which the majority of the instruction occurs when the student and instructor are not in the same place, but it may require up to two hours of face-to-face meetings per unit on the California State University, Long Beach campus within the given semester. A Distance Education Class is a course offering in which communication between faculty and student occurs primarily via academic technology, but it may also include off-site meetings. The mode of instruction is indicated in the online class schedule for each term. (PS 03-11)

Student Rights Relative to Course Instructional Mode

1. Student access to the faculty shall not be reduced by the instructional mode of a class.
2. The University shall make every effort to inform students of the mode of instruction and technological requirements of a course offering before the student enrolls in the class.
3. Matriculated students enrolled in non-traditional classes shall have access to the on-site academic advising services at California State University, Long Beach.
4. All students have equal access to the University library and other on-site learning resources offered at California State University, Long Beach.
5. Students in non-traditional classes shall have reasonable support services. These include:
 - A. Phone-based and online technology help to handle student questions and to refer students to appropriate available services for hybrid and local online or distance education courses;
 - B. Online and phone-based access to university administrative services;
 - C. Online dissemination of information describing the resources available for obtaining the technical competence needed to succeed in a specific course offering;
 - D. Online access to the library research databases and other research-related resources.
6. The University shall provide adequate technical support for academic technology.

Credit for Independent Study Courses

Each student enrolled in a supervised independent study, research, or reading course (excludes thesis courses) must have an agreement on file in the department office where the course is offered. The agreement is to be made between the student and the instructor at the beginning of the course and must include the following: a description of the work to be accomplished, specific information on the tasks required, the nature of the final report, and the basis for determining the final grade. The agreement must be signed by both the instructor and the student.

If a department wishes to use a written agreement different from the standard university form, it must be approved by the dean of the appropriate college prior to its use.

No independent study credit shall be awarded for classroom instruction, assisting in classroom instruction, or for other instructionally related activities, such as grading.

Credit for Cross-Listed Courses

Certain courses are listed in this *Catalog* under more than one department. For purposes of awarding credit, all such listings are considered to be the same course, and a student may receive credit for only one of the listings. Normally, students will receive credit for such a cross-listed course in the department under which they registered.

Transfer Credit

Students who were in good standing at another accredited institution may, within maximums, transfer credit for baccalaureate or graduate degree course work. Course equivalency for major requirements must be determined. Students are cautioned that the University is under no obligation to accept transferred courses for subject credit in addition to unit credit for admission. Normally, however, there is a probability that courses in the accepted core of a discipline will be exchangeable between universities. Policy regarding transfer of courses from California community colleges differs in some respects.

Transfer of Undergraduate Credit From Accredited Community Colleges

A maximum of 70 semester units earned in a community college may be applied toward the baccalaureate degree, with the following limitations and stipulations:

1. No upper-division credit may be allowed for courses taken in a community college;
2. Individual program regulations may include specific transfer limitations along with other requirements.
3. Students who transfer general education certification are still required to complete at least 9 units of upper-division courses at the campus conferring the degree.
4. Any course taken at community colleges can substitute for general education breadth requirements and lower-division requirements, if the course is approved as equivalent to the appropriate CSULB course. Students with more than 70 transferable units from community colleges will get subject matter credit for all such courses, but no more than 70 units will count toward degree units.
5. All transferable units taken at community colleges will count toward computation of the overall grade-point average. All transferable units in the major taken at community colleges will count toward computation of the overall major grade-point average.

Courses Taken by Non-Matriculated Students in Any Term

No more than 24 units total taken during any term while in non-matriculated status may be used to fulfill any undergraduate degree requirements. All students who have not been formally admitted to CSULB and who take courses here are non-matriculated students. Courses taken by incoming freshmen during the summer prior to their first fall are considered non-matriculated units. Students looking to

transfer units to a graduate program may take up to 9 units.

Open University

Open University — Through Open University, students who are NOT matriculated in CSULB may take regular university classes during spring or fall semesters for academic credit on a "space available" basis with permission of the department chair and the course instructor. Open University enrollment does NOT constitute admission to CSULB. For more information call the College of Continuing and Professional Education at (562) 985-5561.

Self Support Courses

There is no limit on CCPE Self Support course credits, including Winter, May and Summer Session, applicable to the degree if taken while in matriculated status in the degree program.

Baccalaureate Credit Based on Alternative Means of Assessment

The University grants credit toward the baccalaureate degree based on several types of assessment other than formal university courses. Students should consult the Chair or undergraduate advisor of the department about applicability to individual courses or degree requirements.

Advanced Placement Credit

California State University, Long Beach grants credit toward its undergraduate degrees for successful completion of Advanced Placement (AP) examinations of the College Board. Students who present official scores directly from College Board of three or better will be granted up to six semester units (nine quarter units) of college credit for each AP course. Refer to the Advanced Placement Examination Credit table that follows for transfer credit awarded.

For the most up-to-date AP credit information, click the "Admission" icon on the CSULB Enrollment Services Web page, and follow the links under "Freshmen" or "Transfer".

ADVANCED PLACEMENT EXAMINATIONS CREDIT			
AP Exam	AP Score	GE Designation	Credit
Art History	3	C.1 Fine Arts	ART - 6 units electives
	4-5	C.1 Fine Arts	AH 111A - 3 units & AH 111B - 3 units
Art Studio: 2D Design	3-5	No GE Credit	ART - 3 units electives
3D Design	3-5	No GE Credit	ART - 3 units electives
Drawing Portfolio	3-5	No GE Credit	ART - 6 units electives
Biology	3	B.1a Life Science w/lab	BIOL 200 - 4 units & 2 units BIOL electives
	4	B.1a Life Science w/lab	BIOL 200 - 4 units & 2 units BIOL elective
	5	B.1a Life Science w/lab	BIOL 211 - 3 units & BIOL 212 (not GE) 3 units
Chemistry	3	B.1b Physical Science w/lab	CHEM 100 - 4 units & 2 units CHEM electives
	4-5	B.1b Physical Science w/lab	CHEM 111A - 5 units & 1 unit CHEM elective

Chinese Language and Culture	3	C.2c Foreign Language	CHIN 201 - 4 units, & 2 units CHIN electives	
	4-5	C.2c Foreign Language	CHIN 202 - 4 units & CHIN 490 - 2 units	
Computer Science A	3-5	No GE credit	3 units elective, CECS 174	
Economics: Macro	3-5	D.2 Social & Behavioral Science	ECON 100 - 3 units	
Micro	3-5	D.2 Social & Behavioral Science	ECON 101 - 3 units	
English: Language & Composition	3-5	A.1	ENGL 100 - 3 units & 3 units ENGL electives	
Literature & Composition	3-5	A.1 & C.2a	ENGL 100 - 3 units & ENGL 180 - 3 units	
Environmental Science	3,4,5	B.1b Physical Science w/lab	4 units elective	
French: Language and Culture	3	C.2c Foreign Language	FREN 201A - 4 units & FREN 101B - 2 units	
	4,5	C.2c Foreign Language	FREN 201B, 4 units & FREN 201A - 2 units	
German: Language and Culture	3	C.2c Foreign Language	GERM 398 - 3 units & 3 units GERM electives	
	4-5	C.2c Foreign Language	GERM 398 - 3 units, & GERM 498 - 3 units	
Geography: Human Geography	3-5	D.2	GEOG 160 - 3 units & 3 units GEOG electives	
History: United States	3-5	D.1a (HIST 172) & D.2 (HIST 173)	HIST 172 - 3 units & HIST 173 - 3 units	
	European	3-5	D.2 (HIST 131) & D.2 (HIST 132)	HIST 131 - 3 units & HIST 132 - 3 units
		World History	3-5	D.2 Global
Italian: Language and Culture	3	C.2c Foreign Language	ITAL 201A - 4 units & 2 units ITAL electives	
	4-5	C.2c Foreign Language	ITAL 201B - 4 units & 2 units ITAL electives	
Japanese Language and Culture	3	C.2c Foreign Language	JAPN 102 - 4 units, & JAPN 101 - 2 units	
	4	C.2c Foreign Language	JAPN 201 - 4 units, & JAPN 102 - 2 units	
	5	C.2c Foreign Language	JAPN 202 - 4 units, & JAPN 201 - 2 units	
Latin	3	C.2c Foreign Language	LAT 101B - 2 units & LAT 301 - 2 units & LAT 401 2 units	
	4-5	C.2c Foreign Language	LAT 301 - 3 units & LAT 401 - 3 units	
Mathematics: Calculus AB**	3-5	B.2	MATH 113 - 2 units & MATH 122 - 4 units	
Calculus BC	3-5	B.2	MATH 122 - 2 units & MATH 123 - 4 units	
Music: Theory	3-5	No GE credit	MUS - 6 units electives	

Physics: Physics B	3-5	B.1b Physical Science w/lab	PHYS 100A - 3 units & PHYS 100B - 3 units
Physics 1***	3-5	B.1b Physical Science w/lab	PHYS 100A - 4 units
Physics 2***	3-5	B.1b Physical Science w/lab	PHYS 100B - 4 units
Physics C (Mechanics) ***	3-5	B.1b Physical Science w/lab	PHYS 151 - 4 units
Physics C (Electricity & Magnetism) ***	3-5	B.1b Physical Science w/lab	PHYS 152 - 4 units
Political Science: United States Government & Politics (1 semester)	3-5	D.1b (Must take POSC 199 or 326)	POSC 100 - 3 units (does not include California State and local government)
Comparative Government & Politics (1 semester)	3-5	D.2 Global	POSC 215 - 3 units
Psychology (1 semester)	3-5	D.2	PSY 100 - 3 units
Seminar	3-5	No GE credit	3 units general electives
Spanish: Language and Culture	3, 4	C.2c Foreign Language	SPAN 101B - 2 units & SPAN 201A - 4 units
	5	C.2c Foreign Language	SPAN 201A - 2 units & SPAN 201B - 4 units
Literature and Culture	3	C.2c Foreign Language	SPAN electives - 6 units
	4, 5	C.2c Foreign Language	SPAN 310 - 3 units & 3 units SPAN electives
Statistics (1 semester)	3	B.2	STAT 108 - 3 units
	4, 5	B.2	STAT 118-3 units
<p>Notes for Advanced placement: ** Credit is awarded for a 3-5 on the AB exam score or the AB subscore on the BC exam. *** If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth. A maximum of 6 units will be granted for each exam. If the number of units per course equivalency exceeds 6, credit for 6 units will be awarded and the course waived. Credit can only be awarded once per course. Example: if a student takes Calculus AB & BC, only nine units can be awarded.</p>			

International Baccalaureate Credit

Students with scores of 5 or higher (4 in certain subjects) in International Baccalaureate Higher Level courses will be awarded baccalaureate credit of 4 to 10 units, depending on course equivalency. Applicants to CSULB who wish to obtain lower-division course credit for completed International Baccalaureate Higher Level examinations must submit an official IB transcript. Course equivalency for Higher Level examinations completed with satisfactory scores is listed in the International Baccalaureate Examination Credit table that follows.

For the most up-to-date IB credit information, click the "Admission" icon on the CSULB Enrollment Services Web page, and follow the links under "Freshmen" and "Transfer."

INTERNATIONAL BACCALAUREATE HIGHER LEVEL EXAMINATIONS CREDIT		
IB Exam	IB Score	Credit
Arts, Visual	5, 6, or 7	ART electives - 4 units
Arts, Visual Option A	5, 6, or 7	ART electives - 4 units
Arabic A: Literature	4, 5, 6, or 7	ARAB 101A - 4 units & 4 units ARAB 101B
Arabic A: Language and Literature	4, 5, 6, or 7	ARAB 201A - 4 units & 2 units ARAB electives
Arabic B	4, 5, 6, or 7	ARAB 201B - 4 units & 2 units ARAB electives
Biology	5	BIOL 200 - 4 units & 2 units BIOL electives
	6	BIOL 200 - 4 units & 2 units BIOL electives
	7	BIOL 211 - 3 units & BIOL 212 - 3 units
Business & Management	5, 6, or 7	CBA electives - 4 units
Chemistry	5, 6, or 7	CHEM 111A - 5 units & 1 unit CHEM elective
Chinese A: Literature	4, 5, 6, or 7	3 units GE C.2c & 3 units CHIN electives
Chinese A: Language and Literature	4, 5, 6, or 7	3 units GE C.2c & 3 units CHIN electives
Chinese B	4, 5, 6, or 7	CHIN electives - 6 units
Classical Greek	4, 5, 6, or 7	GK 101A - 4 units & GK 101B - 4 units
Computer Science	5, 6, or 7	CECS electives - 4 units
Dance	5, 6, or 7	4 units of electives
Design Technology	5, 6, or 7	4 units of electives
Economics	5, 6, or 7	ECON 100 - 3 units & ECON 101 - 3 units
English A: Literature	4, 5, 6, or 7	ENGL 100 - 3 units & ENGL 180 - 3 units
English A: Language and Literature	4, 5, 6, or 7	ENGL 100 - 3 units & ENGL 180 - 3 units
English B	4, 5, 6, or 7	ENGL 100 - 3 units & ENGL 180 - 3 units
Film in English	5, 6, or 7	ENGL electives - 4 units
French A: Literature	4, 5, 6, or 7	FREN 312A - 3 units & FREN 312B - 3 units & FREN 411 - 3 units
French A: Language and Literature	4, 5, 6, or 7	FREN 312A - 3 units & FREN 312B - 3 units & FREN 411 - 3 units
French B	4, 5, 6, or 7	FREN 312A - 3 units & FREN 312B - 3 units & FREN 314 - 3 units
Geography	5, 6, or 7	GEOG 100 - 3 units & 3 units GEOG elective

German A: Literature	4, 5, 6, or 7	GERM 398 - 3 units & GERM 498 - 3 units
German A: Language and Literature	4, 5, 6, or 7	GERM 398 - 3 units & GERM 498 - 3 units
German B	4, 5, 6, or 7	GERM 201A - 4 units & GERM 201B - 4 units
History of Africa	5, 6, or 7	3 units GE D2 & 3 units HIST electives
History of the Americas	5, 6, or 7	3 units GE D2 & 3 units HIST electives
History of Asia: East & Southeast Asia & Oceania	5, 6, or 7	3 units GE D2 & 3 units HIST electives
South Asia and the Middle East	5, 6, or 7	3 units GE D2 & 3 units HIST electives
History of Europe	5, 6, or 7	HIST 132 - 3 units & 3 units HIST electives
History of Europe and the Middle East	5, 6, or 7	HIST 132 - 3 units & 3 units HIST electives
History and Culture Islamic World	5, 6, or 7	3 units GE D2 & 3 units HIST electives
Information Technology in a Global Society	5, 6, or 7	4 units of electives
Italian A: Literature	4, 5, 6, or 7	3 units GE C.2c & 3 units ITAL electives
Italian A: Language and Literature	4, 5, 6, or 7	ITAL 312A - 3 units & ITAL 312B - 3 units & ITAL 411 - 3 units
Italian B	4, 5, 6, or 7	ITAL 312A - 3 units & ITAL 312B - 3 units & ITAL 314 - 3 units
Japanese A: Literature	4, 5, 6, or 7	JAPN 371 - 3 units & JAPN 421 - 3 units & JAPN 471 - 3 units
Japanese A: Language and Literature	4, 5, 6, or 7	JAPN 371 - 3 units & JAPN 421 - 3 units & JAPN 471 - 3 units
Japanese B	4, 5, 6, or 7	JAPN 201 - 4 units & JAPN 202 - 4 units
Korean A: Literature	4, 5, 6, or 7	KOR 102 - 4 units & 2 units KOR electives
Korean A: Language and Literature	4, 5, 6, or 7	KOR 102 - 4 units & 2 units KOR electives
Korean B	4, 5, 6, or 7	KOR 102 - 4 units & 2 units KOR electives
Latin	4, 5, 6, or 7	LAT 301 - 4 units & 2 units of upper division Latin electives
Math - Higher Level	4, 5, 6, or 7	MATH 114 - 3 units & MATH 122 - 4 units
Further Mathematics - Higher Level	4, 5, 6, or 7	4 units of lower division Math electives
Music	5, 6, or 7	MUS 160 - 3 units & MUS 490 - 3 units

Philosophy	5, 6, or 7	PHIL 100 - 3 units & 1 unit PHIL elective
Physics	5, 6, or 7	PHYS 100A - 4 units & PHYS 100B - 4 units
Portuguese A: Literature	4, 5, 6, or 7	PORT 100 - 6 units
Portuguese A: Language and Literature	4, 5, 6, or 7	PORT 200 - 6 units
Portuguese B	4, 5, 6, or 7	PORT 201B - 4 units & 2 units PORT electives
Psychology	5, 6, or 7	PSY 100 - 3 units & 1 unit PSY elective
Russian A: Literature	4, 5, 6, or 7	3 units GE C.2c & 3 units RUSS electives
Russian A: Language and Literature	4, 5, 6, or 7	RUSS 312 - 3 units & RUSS 314 - 3 units & 3 units upper division RUSS electives
Russian B	4, 5, 6, or 7	RUSS 201A - 4 units & RUSS 201B - 4 units
Social and Cultural Anthropology	5, 6, or 7	4 units ANTH electives
Spanish A: Literature	4, 5, 6, or 7	3 units GE C.2c, & 3 units SPAN electives
Spanish A: Language and Literature	4, 5, 6, or 7	SPAN 300 - 6 units & SPAN 314 - 3 units
Spanish B	4, 5, 6, or 7	SPAN 300 - 6 units
Theatre Arts	4, 5, 6, or 7	THEA 122 - 3 units & 3 units THEA electives

Credit for Other External Examinations

In addition to the Advanced Placement and International Baccalaureate Examinations, California State University, Long Beach grants unit credit to those students who pass the College Level Examination Program (CLEP) examinations in certain subjects that have been approved for credit by the CSU System.

Refer to the College Level Examination Program Credit table that follows, for transfer credit awarded.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) CREDIT		
CLEP Exam	CLEP Score	Credit
Accounting, Principles of	50	3 units of elective credit
American Literature	50	3 units GE C2a Literature
Analyzing & Interpreting Literature	50	3 units of GE C2a Literature
Biology	50	BIOL 200 - 4 units

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) CREDIT		
CLEP Exam	CLEP Score	Credit
Business Law, Intro	50	3 units BLAW elective credit
Chemistry	50	3 units GE B1bNL Physical Sciences without Laboratory
Economics: Macro	50	ECON 100 - 3 units
Micro	50	ECON 101 - 3 units
Educational Psychology, Introduction to	50	3 units elective credit
English Literature	50	3 units GE C2a Literature
Financial Accounting	50	3 units elective credit
French: Language, Level 1	50-58	FREN 101A - 4 units & FREN 101B - 4 units
Language, Level 2	59-100	FREN 201A - 4 units & FREN 201B - 4 units & 4 units FREN electives
German: Language, Level 1	50-59	GERM 101A - 4 units & GERM 101B - 4 units
Language, Level 2	60-100	GERM 201A - 4 units & GERM 201B - 4 units & 4 units GERM electives
History, United States I	50	3 units GE D1a U.S. History
History, United States II	50	3 units GE D1a U.S. History
Human Growth and Development	50	3 units GE area E Lifelong Learning and Self-Development
Humanities	50	3 units GE C3 Other Humanities
Information Systems & Computer Applications	50	3 units elective credit
Management, Principles	50	3 units elective credit
Marketing, Principles of	50	3 units elective credit
Mathematics: College Mathematics	50	MATH 103 - 3 units
College Algebra	50	MATH 113 - 3 units
Precalculus	50	MATH 113 - 3 units
Calculus	50	MATH 122 - 4 units
Natural Sciences	50	3 units of GE B1aNL Life Science without Laboratory OR 3 units of GE B1bNL Physical Science without Laboratory
Political Science: American Government	50	POSC 100 - 3 units (does not include California State and local government)
Psychology, Introductory	50	PSY 100 - 3 units
Sociology, Introductory	50	SOC 100 - 3 units
Spanish: Language, Level I	50-62	SPAN 101B - 4 units & 2 units SPAN electives
Language, Level 2	63-100	SPAN 201A - 4 units & SPAN 201B - 4 units & 4 units SPAN electives
Western Civilization I	50	3 units GE D2 Social Sciences and Citizenship
Western Civilization II	50	3 units GE D2 Social Sciences and Citizenship

Unit Credit by Examination

Students may also challenge some courses by taking examinations developed at the campus. Credit will be awarded to those who pass them successfully. Credits

earned in this manner will be recorded as test credit on the student's transcript and will be counted toward the total number of units required for the degree although they will not be included in calculation of the grade-point average. Credit by examination may not be used to fulfill the minimum residence requirement.

Students must be enrolled in the University and in the course for which they wish to receive credit by examination. Enrollment is by permission of the department and is only available during the academic semester in which the course is being offered. Students must secure a signed and dated approval form from the department PRIOR to enrolling in the course. Students must provide the instructor with a copy of the signed and dated approval form at the first class meeting. The instructor will ensure that the examination is conducted, scored, and the results reported prior to the end of the third week of classes. Students who pass the examination will receive academic credit for the course work. Students who do not pass the examination have two options:

1. continue in the course as a regular student; or
2. withdraw from the course.

The University sets no maximum on the number of credits a student may receive by examination. Not all courses, however, are available for credit by examination. Information about courses for which credit by examination is not permitted is available in the Department Office, in the College Office, and the Office of Enrollment Services. A student may NOT receive credit by examination:

1. for an activity course,
2. for any course which is a prerequisite to one for which credit has been received, (see department for possibility of course waiver),
3. to remove a grade of "F," "WU," "NC,"
4. to satisfy the courses required for a major in a master's degree.
5. for any course in which the content or methodology is such that an examination does not appropriately measure competence.

Application forms to apply for credit by examination are available in department offices and in the Office of Enrollment Services. Procedures and criteria for requesting unit credit by examination in a given course are available in the appropriate department office. (PS 87-04)

Substitution of Courses

Students who believe that a course they have taken (or intend to take) may be appropriate to their program and that this course could substitute for a specified course requirement may request that the department submit an official authorization for substitution. Course substitutions are normally limited to cases where the required course cannot be offered or where the student has taken a similar but not identical course elsewhere. (PS 87-04)

Waiver of Course Requirement

In addition, students who believe that previous training has sufficiently prepared them in a certain area may request a waiver of a specific course requirement (subject credit only). The student will be required to justify the request in a way acceptable to the department. A waiver of specific course requirements does not reduce the total number of credits required for the major or the degree. (PS 87-04)

International Program Credit

Course credits earned in universities abroad may be accepted for degree credit at CSULB subject to evaluation by the cognizant department or program upon admission of the student to the university. CSULB students who desire, subsequent to admission, to take courses at a foreign university for degree credit must have each such course approved in advance in writing by the Chair of the appropriate department or program.

The Center for International Education administers many international education and exchange programs. Students fully accepted into one of these programs may, in most cases, continue CSULB residency while studying in the approved foreign institution. Some courses taken through these programs do not have to be approved in advance.

Credit for Noncollegiate Instruction

The California State University, Long Beach grants undergraduate degree credit for successful completion of noncollegiate instruction, either military or civilian, appropriate to the baccalaureate degree, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

Final Course Grades, Grading Procedures, and Final Assessments

I. Part One: Definitions

The following definitions apply to final course grades assigned in all undergraduate and graduate courses:

"A" - Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

"B" - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

"C" - Performance of the student has been at an adequate level, meeting the basic requirements of the course.

"D" - Performance of the student has been less than adequate, meeting only the minimum course requirements.

"F" - Performance of the student has been such that minimal course requirements have not been met.

"CR/NC" - In some courses, the university permits students to select evaluation on a "Credit" or "No Credit" basis.

These grades are defined as follows: "CR" is usually equivalent to an "A," "B," or "C;" and "NC" is equivalent to a "D," "F," or "WU" (defined below).

In two circumstances a final course grade of "CR" reflects work at the level of "B" or better, and a final course grade of "NC" reflects work at the level of "C," "D," "F," or "WU." Those two circumstances are:

1. In certain professional preparation courses, providing that the students are notified of such a policy both in

class materials and in the catalog course description; and

2. For graduate students in all courses at the 300, 400, 500, and 600 levels.

Special regulations and procedures governing the "CR/NC" grading system are described below in Part Two. The following definitions apply to administrative grading symbols assigned in all undergraduate and graduate courses:

"AU" - "Audit." Enrollment as an auditor is subject to permission of the instructor, provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. It is the responsibility of the student to request from the instructor what is meant by regular class attendance. The symbol "AU" is posted to the student's permanent academic record unless the student fails to attend a sufficient number of class meetings. In these cases, the instructor will request that the student be administratively withdrawn from the course. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested prior to the last day to add classes. A student who is enrolled for credit may not change to "Audit" after the last day to add classes.

"I" - "Incomplete." The symbol "I" indicates that a portion of required course work (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. No instructor may assign an Incomplete if the student must attend a major portion of the class when it is next offered. No student may re-enroll in any course in which he/she has received an "I" until that "I" has been converted to a grade other than "I," i. e., "A," "B," "C," "D," "F," "CR," or "NC." In such cases, the instructor must assign a grade of "A," "B," "C," "D," "F," "CR," or "NC" based on the available assessments of that student's performance. It is the responsibility of the student with an "I" to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the "Incomplete." A final course grade is assigned when that work has been completed and evaluated. An "I" must normally be made up within one calendar year immediately following the end of the term during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "F," except as noted in item 3 below. An extension of time may be granted for contingencies such as military service or documented, serious health or personal problems. The conditions for removal of the "Incomplete" shall be documented by the instructor on an "Assignment of Incomplete Grade" form. This form shall include a

statement of:

1. All work completed in the course, the grades assigned for that work, and the percentages of the final course grade accounted for by each item;
2. The work not completed and the percentage that each uncompleted assignment will count toward the final course grade; and
3. The final course grade the instructor will assign if the course requirements are not completed within one calendar year, or a shorter period as specified on the form, immediately following the term in which the "I" was assigned, without respect to continuous enrollment of the student during this period.

If clear percentages for assignments cannot be delineated, instructors shall explain any special conditions for determining final course grades for work wholly or partially made up.

A copy of the form is to be given to the student and a copy is to be filed with Enrollment Services within 30 calendar days after final course grades are submitted. When the work agreed upon has been completed and evaluated, a final course grade will be assigned by the instructor. If Enrollment Services does not receive an acceptable "Assignment of Incomplete Form" by 90 calendar days after the end of the semester, they will assign a grade of "WU" to the student instead of an "I." The "Assignment of Incomplete Grade" form will not be accepted if:

1. More than one-third of the work remains to be completed, and no justification has been provided;
2. The work required to complete the course has not been specified;
3. The faculty member failed to sign the form; or
4. The percentage fields have not been filled in, and no justification for their absence has been provided.

"RD" - "Report Delayed." This symbol is used exclusively by Enrollment Services to permit processing of all final course grades when the final course grades for an entire course section have not been reported by the instructor. The symbol does not imply any academic evaluation. Individual instructors may not assign "RD." Students who remain enrolled but for whom the instructor has no assessments must receive a "WU."

"RP" - "Report in Progress." The "RP" symbol is used in connection with courses requiring multiple enrollment (i.e., that extend beyond one academic term). It indicates that work is in progress but that assignment of a final course grade must await completion of additional work. Re-enrollment is permitted prior to assignment of a final course grade provided the cumulative units attempted do not exceed the total number applicable to the student's educational objective. Work is to be completed within one calendar year immediately following the end of the term during which it was assigned except for graduate degree theses. If the "RP" symbol is not replaced by a final course grade within the specified time period or prior to the student's declared graduation date, it will be changed to a "W." An "RP" symbol cannot be replaced by an "I" (Incomplete) symbol; an "I" is not a

final course grade.

"W" - "Withdrawal." The symbol "W" indicates that the student was permitted to drop a course after the second week of instruction with the approval of the instructor and appropriate campus official. It carries no connotation of quality of student performance and is not used in calculating grade point average.

Students are held responsible for completion of every course in which they register or for withdrawing during the first two weeks of a regular semester (13% of non-standard session) of classes from courses that they do not intend to complete. Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course.

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

1. Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

2. Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

3. Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

4. Limits on Withdrawal

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout

the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the university for any reason. The following exceptions apply:

- a. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- b. Withdrawals in terms prior to fall 2009 at CSULB,
- c. Withdrawals at institutions other than CSULB, and
- d. Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

5. Medical Withdrawal:

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- a. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- b. The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Although students will normally withdraw from all courses, those with serious and compelling reasons may withdraw from only some of their courses; such instances will require additional justification.

The academic administrator appointed by the president to act in such matters will review the evidence presented and, in consultation with appropriate medical or psychological professionals as needed, determine whether the request for a medical withdrawal should be granted. Once granted, all such medical withdrawals will show on the permanent record with a grade of "WE" to indicate that the basis for withdrawal and will not count toward the limit described in 4 above. In addition, the student may be required to obtain a clearance from the appropriate medical or psychological professional that states the student is well enough to return to classes with the full expectation that the student will be able to complete the semester and intended educational objectives.

Repeat Complete Medical Withdrawal:

If the student has received a complete medical withdrawal in the immediately preceding term, then an additional complete medical withdrawal request must consider the question of whether or not the student can complete appropriate educational objectives and must be reviewed on a case-by-case basis. After a repeat medical withdrawal is granted, the student may be required to obtain a clearance from an appropriate medical or psychological professional that states the student is well enough to return to classes with the full expectation that the student will be able to complete the semester and intended educational objectives.

6. Instructor Withdrawal:

An instructor may withdraw a student who has never attended a class, if done before the end of the second week of classes. Because instructors are not required to do this, students should not rely on them and should officially withdraw from classes themselves to avoid assignment of a "WU" in the course.

An instructor may also withdraw a student during the first two weeks of classes who has enrolled in a course requiring "permission of the instructor", completion of prerequisites, or concurrent enrollment in co-requisites if the student has not properly secured this permission, satisfactorily completed the prerequisites before enrolling, or enrolled in the required co-requisites.

"WE" – "Withdrawal for Extenuating Circumstances."

The symbol "WE" indicates the student withdrew for reasons, usually medical or psychological but not restricted to those, clearly beyond the student's control. Such cases will normally involve the withdrawal from all courses that semester. Withdrawals for extenuating circumstances will not count toward the limits on withdrawal. The symbol "WE" is not a grade and does not alter a student's grade point averages.

"WU" - "Unauthorized Withdrawal." The symbol "WU" indicates that an enrolled student did not complete course requirements but did not withdraw from the course. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible (letter grades "A," "B," "C," "D," "F," or an "I"). Instructors of record must report the last known date of attendance for all students who receive a "WU." A student who receives a "WU" may not complete additional work and have the "WU" changed to a letter grade. In courses that are graded "Credit/No Credit" or in cases where the student has elected "Credit/No Credit" evaluation, use of the symbol "WU" is inappropriate and "NC" must be used instead. For purposes of grade point averages a "WU" is equivalent to an "F."

II. Part Two: Course Grading Option

The faculty determines in advance which courses may be taken for "A," "B," "C," "D," or "F" grade only, "CR/NC" only, or either. When a course is designated for "CR/NC" grading only or for "A," "B," "C," "D," or "F" grading only, mention of this fact shall be incorporated in the catalog course description. Any undergraduate course may be designated for or closed to the option of "CR/NC" grading whether or not the course is a requirement for an undergraduate degree major, minor, certificate, credential, or concentration.

No course in which a final course grade of "CR" has been assigned may be used to fulfill the requirements for a master's degree, except that the final course grade of "CR" may be permitted for master's theses or projects (to a maximum of six units) when the individual department has specifically designated "CR/NC" grading for the thesis/project course in the department, and for fieldwork, practicum, research, or internship courses (also to a

maximum of six units). The option of "CR/NC" grading for graduate students in undergraduate courses is subject to specific regulations of the individual departments regarding their graduate students and regarding the authorization for this option intrinsic to the approved course. Otherwise, no limitation exists as to the number of courses taken by graduate students under this policy. An undergraduate student may elect "CR/NC" grading in no more than a total of 24 units, of which no more than twelve may be upper division units. No more than eight units per semester may be taken for "CR/NC" grades.

Exemptions from these limitations are:

1. Courses graded "CR/NC" taken at another institution,
2. Course credit earned by examination, and
3. Courses in which "CR/NC" grading is the only form of grading.

The decision to elect the "CR/NC" grading option for a course must be made by the last day to add classes. To elect "CR/NC" grading, the student must obtain the signature of the student's major advisor and a stamp from the department/program in which the course is offered on the appropriate form. The student must then file the signed form with Enrollment Services. The decision to register for a course on a "CR/NC" basis remains in effect unless a change is requested prior to or on the last day to add classes.

The only exception to this rule is for students who declare new majors after the last day to add classes. If the newly declared major requires letter grading for the course in question and the student has elected "CR/NC" grading, then the student may request that "A," "B," "C," "D," or "F" grading be used. Such a change must be requested no later than the last day of instruction. The grading option may not be changed after the end of the semester.

III. Part Three: Final Assessments

1. Every course shall have a final assessment appropriate to the course that shall cover a significant proportion of the course.
2. Every course except Distance Learning Courses shall meet and have an educational experience at the date and time listed in the Final Examination Schedule.
3. All instructors shall administer the final assessment (e.g., an exam or presentation) or have it due (e.g., a paper or project) at a specified time that falls within the date and time listed in the Final Examination Schedule, as part or all of an educational experience.
4. The college dean must approve any exception to these requirements.

IV. Part Four: Assignment of Final Course Grades

1. The instructor of record in a course section (i.e., the faculty member officially assigned to teach that section) has the exclusive responsibility and authority to assign final course grades to all students in that section, subject only to the following exceptions:
 - a. Should the instructor of record be unable or unwilling to complete this task because of death, disability, separation of employment, or prolonged absence from campus during a regular academic

term, the department chair or program director, following notification of the instructor of record where appropriate and with the approval of the college dean, may appoint another instructor with the most appropriate qualifications in the discipline to complete the assignment of final course grades; or

- b. In the event of a successful grade appeal (detailed below in Part Five: Change of Final Course Grades).
2. Final course grades shall be based on at least three, and preferably more, demonstrations of competence by the student. Exceptions require the college dean's approval.
 3. In no case shall the grade on any single demonstration of competence count for more than one-third of the final course grade. Exceptions require the college dean's approval. This provision does not abridge a faculty member's right to assign a course grade of "F" for a single act of cheating, plagiarism, fabrication or falsification of information, or other form of academic dishonesty.
 4. At the start of the course and in keeping with PS 11-07 (Course Syllabi and Standard Course Outlines), instructors shall provide to their students in writing:
 - a. The grading policies and practices to be employed in the class;
 - b. The rules that will apply to withdrawals; and
 - c. Any other rules governing attendance, class participation, in-class use of electronics, or other conduct-related policy that may affect a student's final grade in a course.
 5. Instructors shall keep a record of students' scores on each of the demonstrations of competence on which the final course grade is based.
 6. Instructors shall provide students with an opportunity for demonstration of competence, relevant to the determination of their final course grade in the course, as early as is reasonable and no later than the midpoint of the term.
 7. Students have a right to be informed promptly of their scores and to review each of their demonstrations of competence with their instructors.
 8. If materials submitted for a demonstration of competence are not returned, these materials must be retained for at least two subsequent semesters by the instructor. The materials shall be accessible to the department office. In the absence of the original instructor, an instructor with appropriate qualifications may be appointed by the chair to review the demonstration of competence with the student.
 9. Grades reported to Enrollment Services are considered to be official and final course grades.

V. Part Five: Change of Final Course Grades

1. Changes of final course grades or grading symbols can be made only on the basis of an error, a successful grade appeal (detailed in the separate policy statement on grade appeals), or resolution of an "Incomplete" ("I"). A final course grade or grading symbol shall not be changed on the basis of additional work submitted, except where an "I" was recorded.
2. Original final course grades are replaced only when the change is due to an error, the grade change is the result of a grade appeal, or Enrollment Services receives a late

report of final course grades for which the symbol "RD" was substituted pending receipt. Original final course grades or grading symbols are not replaced when the change of grade is the result of the resolution of an "Incomplete" or the repetition of a course. Final course grades or administrative grading symbols must be recorded for all enrollments beyond the census date.

3. Except for changes of final course grades resulting from grade appeals, all changes of final course grades must be filed within one year from the date of the filing of the first final course grade, without respect to continuous enrollment of the student. Only as the result of a successful grade appeal or the correction of an error will a final course grade be changed after the award of a degree or credential or certificate.
4. All requests for change of a final course grade shall carry the recommendation of the instructor (except as provided for in the grade appeals procedures) and the department chair and the approval of the college dean.

Student Grade Record

A record is kept and grade or administrative symbol notations are indicated for all enrollments beyond the second week of instruction.

Repetition of Courses

Most courses at CSULB may be completed only once for credit. Certain other courses (see below) may be repeated for additional unit credit. Within limits (see below), any course at CSULB may be repeated for grade forgiveness or grades averaged but without additional unit credit.

Repetition of Courses with Grade Forgiveness or Grades Averaged

Undergraduate students (students who have not yet earned a baccalaureate degree) may repeat, for the purpose of excluding the grade from grade point determination (i.e., grade forgiveness), courses taken at California State University, Long Beach in which a grade of D, F, or WU was received subject to the limits established below. Undergraduate students may repeat courses in which a grade of NC was received for grades averaged only subject to the limits established below. Students pursuing second baccalaureates, credentials, certificates, or master's or doctoral degrees may not repeat courses for grade forgiveness, although they may repeat courses for grades averaged without limits.

Courses Taken First at CSULB

Eligible students may repeat a course once for the purpose of grade forgiveness if the course was repeated only at CSULB. The adjustment is automatically calculated at the end of the semester in which the course was repeated. Although the first grade will remain on the student's permanent record, only the grade and grade points of the repeated course on the second attempt will count toward the grade point averages and units earned, provided the second grade was A, B, C, or CR. If the second grade was D, F, or WU, then both grades will count toward the relevant grade point averages (i.e., grades averaged), and the attempt will count toward the limits for grades averaged detailed below. Students with extenuating circumstances may file a Petition

for Exception to Academic Policy with Enrollment Services to repeat a course more than once if they fail to achieve an A, B,C, or CR. In such cases, the additional repeat will not result in the forgiveness of a prior grade (i.e. grades averaged only).

Although there is no time limit for repeating a course, no student's permanent record may be altered after a degree has been granted based on attempts to successfully repeat a course in which a grade of D, F, or WU was obtained.

Undergraduate students may repeat up to 28 units they attempted first at CSULB in order to achieve a C, B, A, or CR in the course. These students may repeat up to 16 of the 28 units for forgiveness of a prior grade in the calculations of grade point averages, subject to the provisions above. Only courses attempted at CSULB count toward the unit limits. The unit value of a course counts only once toward the unit limits regardless of the number of times the student repeats the course at CSULB. Once a student reaches the 16 unit limit, the student may not repeat any additional courses at CSULB for grade forgiveness. Students may repeat up to an additional 12 units at CSULB for grades averaged (i.e., not for grade forgiveness), after which they may not repeat any additional courses at CSULB for grade forgiveness or grades averaged. No courses repeated prior to the fall semester 2009 count toward the 28 unit limit. No courses for which a W was awarded count toward the 28 unit limit. Undergraduate students may appeal these limits for such reasons as immediately impending graduation.

Grade forgiveness shall not be applicable to courses for which the original grade was the result of a finding of academic dishonesty.

Courses Taken First at Another Institution

If eligible students wish to exclude from grade point determination a grade of D, F, or WU in a course taken at another institution, they may request to do so by enrolling in an equivalent course at CSULB and filing a Petition for Exception to Academic Policy with Enrollment Services. The department in which the course is taught must indicate on the petition which particular course may be taken to replace the previous grade in the calculation of grade point averages. An official transcript from the institution where the original course was taken must be on file at CSULB. Only one repeat is allowed for the purpose of grade forgiveness, and only the repeated grade and grade points will be used in the determination of grade point averages, provided the second grade was A,B,C or CR. If the repeat attempt at CSULB results in a grade of A,B,C or CR the units will not count toward the 28 unit limit. If the repeat attempt at CSULB results in a grade of D, F, NC, or WU, the student may repeat the course one additional time but only for grades averaged, and the units of the first attempt at CSULB will now count toward the 12 unit limit.

A grade received in a course taken at another institution may not be used to replace a grade in an equivalent course taken at CSULB in the calculation of grade point averages but may be used to replace it for other purposes, subject to approval by the appropriate authority at CSULB, such as an advisor in the major.

Repetition of Courses for Credit

A student may repeat for additional units or credit toward a baccalaureate or graduate degree any course specified

as repeatable for credit in the CSULB catalog up to the limits specified. Each department determines the unit limits and any other limitations for its courses that may be repeated for credit. Except for courses specified as repeatable for credit and upper-division courses in an undergraduate student's major completed more than ten years prior to graduation, an undergraduate student may not enroll in or receive unit credit for a course for which the student has already received a C, B, A, or CR, including a university-level course taken at a high school or another college or university. Courses repeated for the purpose of validating major requirements will not count either as additional unit credit or toward the calculation of grade point averages. If a student completes a course with a grade of C, B, A, or CR and wishes to register for the course again only to refresh knowledge, then the student should complete and submit the Exception to Academic Policy for Undergraduate Limit form. If approved, the student must enroll with an audit (AU). (PS 09-05)

Grade Appeals

1. Grade Appeal General Information

- 1.1. The primary authority of the instructor in the assignment of grades must be respected. An instructor's evaluation of a student's work and performance in that instructor's course must not be over-ridden merely because of a difference of opinion or evaluative judgment, provided it is formed in accordance with the generally accepted canons of the relevant discipline and of the academic institution where said course is offered. The university presumes that every instructor wants and tries to be non-prejudicial, objective, and consistent in the assignment of grades. This presumption, however, may be over-ridden by weight of evidence to the contrary.
- 1.2. Although the university presumes that grades assigned are correct, the university has established this grade appeal procedure both to protect students against academic and administrative evaluations and decisions that are prejudicial, capricious, or arbitrary, and to preserve the authority of instructors to evaluate student work in a non-prejudicial, objective, and consistent way. This procedure, available equally to undergraduate and graduate students, also preserves the rights of instructors to appeal grade appeals committee findings as outlined below. The policy in its entirety constitutes the only grade appeal procedure at California State University, Long Beach.
- 1.3. The burden of proof rests upon the student submitting the appeal.
- 1.4. Students may appeal only final grades. Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading and that those grades had direct bearing on the final grade should include them in the grade appeal file as supporting documentation.
- 1.5. If a grade appeals committee decides to change a grade, the committee need not grant the student's suggested grade but should assign a grade that is appropriate to the work submitted. The new grade shall not be lower than the original grade.
- 1.6. Once a student has filed a formal grade appeal, nobody may change a grade until neither the student nor the instructor continues the process or the third and final level has been concluded.

instructor continues the process or the third and final level has been concluded.

Timelines for filing an appeal and subsequent decisions specified in this policy statement refer to instructional days during the regular fall and spring semesters. In the case of courses that do not follow the traditional semester pattern (such as short-term courses given during a regular semester or programs that require year-round enrollment), students must initiate an appeal within 40 regular semester instructional days of the termination of the course.

- 1.7. All grade appeal information, whether written or oral, is confidential.
- 1.8. The student may seek the assistance of an advisor in the preparation of the appeal file. If department and/or college committees permit oral arguments, the advisor may accompany the student to the departmental and/or college hearing and be privy to all confidential information relevant to the case.
- 1.9. The original file, with all documentation, recommendations, final decisions, and all other materials (including a copy of the grade change, if relevant) shall be kept by the college involved for five years. One complete duplicate set of all documentation shall be kept in the office of the Academic Senate for five years. All other parties must destroy all duplicate materials within thirty instructional days of the final decision.
- 1.10. Each college dean and the chair of the University Grade Appeals Committee shall provide a written report at the end of each academic year to the president and the Academic Senate on the number of cases heard and the disposition of each case. College deans also shall forward their reports to the chair of the University Grade Appeals Committee.
- 1.11. If the student's appeal is compounded (or accompanied) by an allegation of unlawful discrimination as defined by federal and state laws, the student has the right to access the university's internal unlawful discrimination process and the processes available through the U.S. Department of Education Office of Civil Rights and the state of California Fair Employment and Housing Commission. However, grades may be changed only through the grade appeal process.

2. Grade Appeals Committees

- 2.1. Each department and extra-departmental program (hereafter referred to as program) shall form a department/program grade appeals committee. If department/program faculty members are unable to serve in sufficient number to form a grade appeals committee, the chair of the council of the relevant college shall appoint the required number of grade appeals committee members from the ranks of college faculty. A department/program grade appeals committee shall include at least one student member appointed by the Associated Students, Incorporated.
- 2.2. Each college and the university shall have a standing grade appeals committee, each of which shall include at least one student member appointed by the Associated Students, Incorporated.
- 2.3. For courses located in a college but not in a department (college-based courses), a first-level grade appeals committee must be formed. The council of the relevant

- college shall appoint the first-level grade appeals committee from among the faculty members of that college. If review beyond the first-level grade appeals committee is necessary, the appeal next shall go to the regular college-level grade appeals committee.
- 2.4. For courses not located in a college or department/program (university-based courses), the Curriculum and Educational Policies Council must create a first- and second-level grade appeals committee by appointing each committee from among its members.
 - 2.5. For courses cross-listed between or among different units, the unit with the prefix under which the student took the course shall handle the grade appeal.
 - 2.6. Committee members, at any level, shall not participate in any way in an appeal of a grade decision in which they have been involved personally. Such participation includes, but is not limited to, assignment of the grade in question, involvement in the class in question, or grading any student work for the class in question.
 - 2.7. No committee member may serve on a committee at more than one level of a single appeal.
 - 2.8. The committee chair at the department/program level and at the college level shall inform all parties of the composition of the grade appeals committee and of the right to peremptory challenge. The student and the instructor involved in any given appeal shall each have one (1) peremptory challenge to remove one (1) committee member from service for that particular appeal. Departments/programs and colleges must replace any removed members within a timely fashion. If peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.
 - 2.9. A grade appeals committee deliberating an appeal during any level of the process shall consider all information submitted and may, if necessary, obtain clarification in writing from the student, the instructor, and/or committees at other levels of the process. The committee may request information to help it understand the basis for assignment of the grade. If either party does not supply appropriate grade appeal information within a reasonable time (see 2.11.) when requested by a committee, then that committee may base its decision on the corresponding information supplied by the other party.
 - 2.10. Committees shall consider only information available to all parties. All parties to an appeal shall be notified by the committee chair in writing of all responses and deadlines at all points of the appeal process and shall have full opportunity to comment in writing.
 - 2.11. Distribution of materials submitted in an appeal shall allow reasonable time for response by the involved parties before committees render their decision. "Reasonable time" for responses shall generally be understood to be ten (10) instructional days from receipt of a response.
 - 2.12. After making its determination, the committee hearing the appeal shall prepare a written statement of its decision, including an explanation of its reasoning and a response to the specific issues upon which the appeal is based. The chair of the committee shall place a copy of the decision statement in the appeal file and shall send copies of the statement to all parties involved.
 - 2.13. Chairs of department/program and college grade appeal committees shall provide a written report to their dean at the end of each semester detailing the number and disposition of cases heard.
- ### 3. Preliminary Informal Phase of the Grade Appeals Process: Initiation of Grade Appeals
- 3.1. Students who believe they have received a final course grade that reflects prejudicial, capricious, or arbitrary grading of their academic performance must make this belief known to the instructor(s), either orally or in writing, before they begin the formal appeal process. In accordance with the Policy on Final Course Grades, Grading Procedures, and Final Assessments, students have a right to be informed of their scores and to review each of their demonstrations of competence with their instructors. If materials submitted for a demonstration of competence are not returned to the student, such materials will be retained for at least two (2) subsequent semesters by the instructor. The materials shall be accessible to the department office. In the absence of the original instructor, an instructor with appropriate qualifications may be appointed by the Chair to review the demonstration of competence with the student.
 - 3.2. In the event an instructor is not available to participate, the department/program chair in the discipline/program may appoint another instructor whose areas of expertise most closely approximates that of the instructor of record to represent the interests of the latter.
 - 3.3. If the student cannot resolve the problem after informal consultation with the instructor and intends to continue the process, the next step is for the student to prepare a grade appeal file.
 - 3.3.1. The file must include:
 1. a written statement describing the reasons for the appeal and the recommendation for a new grade;
 2. a Grade Appeal Form obtained from the appropriate college office and fully completed; and
 3. supporting documents, such as the class syllabus, exams, papers, assignments or other corroborating documents, that show evidence of the alleged improper grading.
 - 3.3.2. The written statement describing the reasons for the appeal shall be addressed to the department/program chair of the discipline in which the course resides. For the purposes of this policy, a program director or coordinator is considered a program chair.
 - 3.3.3. The grade appeal file must be delivered to the department/program chair within the first 40 instructional days of the regular semester immediately following the semester or special session in which the course was completed.
 - 3.4. After receiving the student's grade appeal file (see 3.3.1., above), the department/program chair will consult with both the student and the instructor(s) involved to attempt a resolution to the grade appeal.

- 3.4.1. If the instructor of record refuses to participate, the department chair shall insert a written statement to that effect in the appeal file.
- 3.4.2. If a student is appealing a grade assigned by the department chair, the college dean or designee shall perform all functions of the chair in the appeals process.
- 3.4.3. In the case of courses that do not follow the traditional semester pattern (such as short-term courses given during a regular semester or programs that require year-round enrollment), students must initiate an appeal within 40 regular semester instructional days of the termination of the course.

**4. First Level of the Formal Appeals Process:
Appeal to the department/program grade appeals committee.**

- 4.1. Should consultation fail to resolve the appeal and should the student choose to continue the process, the student must ask the chair to forward the appeal to the department/program grade appeals committee. The student must make this request in writing by the last day of instruction of the regular semester immediately following the semester or special session in which the course was completed.
 - 4.1.1. The department/program chair shall forward the appeal to the department/program grade appeals committee within ten (10) instructional days and may include a written recommendation based upon the first, consultative step in the process (outlined in 3.4., above). The chair must also inform the instructor immediately that the formal grade appeals process has been initiated and must give copies of all materials forwarded to the grade appeals committee to the instructor and to the student.
 - 4.1.2. The instructor may submit a written response to the student's appeal and a rationale to be considered by the grade appeals committee. The department/program chair must also provide a copy of the response and rationale to the student.
 - 4.1.3. The student may terminate the appeal at any point by submitting a written request to withdraw the appeal.
- 4.2. The department/program grade appeals committee shall consider the appeal, adhering to the principles and guidelines of paragraphs 1.1., 1.10., 2.9., 2.10., and 2.11., above. A department/program grade appeals committee shall reach its decision within 40 instructional days after it receives the appeal.
- 4.3. If the appeal is granted by the committee, the committee will then determine a grade for the student based upon the evidence included in the appeal file (e.g., exams, papers, and assignments). The committee shall communicate its decision and rationale as specified in paragraph 2.12., above and shall also provide a copy to the department/program chair.
 - 4.3.1. If both the student and instructor accept the committee's decision, the instructor will then have ten (10) instructional days to initiate the grade change by signing the grade change form and forwarding it to the department/program chair, at which point the grade appeal process is over.
 - 4.3.2. If the student accepts the decision of the committee but, within ten (10) instructional days of the receipt of

the committee's decision, the instructor does not either file a grade change or file an appeal of the committee's finding, the grade appeal committee chair shall sign the grade change form in the place of the instructor and forward it to the department/program chair. If the department/program chair does not sign the form within ten (10) instructional days of notification, the chair of the department/program grade appeal committee will sign in lieu of the department/program chair and then the college dean will authorize the grade change.

- 4.3.3. If, within ten (10) instructional days, either the instructor or the student files in writing an appeal of the department/program committee's finding, the committee chair shall, within ten (10) instructional days, forward the file (including the committee's decision and rationale) to the college grade appeals committee.
- 4.4. If the department/program grade appeals committee rejects the appeal, it shall communicate its decision and its rationale as provided in paragraph 2.12., above, and provide a copy also to the department/program chair.
 - 4.4.1. If, within ten (10) instructional days, the student does not request further review of the appeal, the grade appeal process is terminated.
 - 4.4.2. If, within ten (10) instructional days, the student communicates in writing her/his wish to continue the appeal process, the committee chair shall, within ten (10) instructional days, forward the file (including the committee's decision and rationale) to the college grade appeals committee.

**5. Second Level of the Formal Appeals Process:
Appeal to the College Grade Appeals Committee**

- 5.1. An appeal of a department/program grade appeals committee decision, by either the instructor or the student, begins with a written letter of appeal to have that decision reviewed. This letter of appeal should be directed to the appropriate college grade appeal committee (also called college committee in this document) by way of the department/program chair. The department/program chair must then inform within five (5) instructional days the instructor, student, and college dean in writing that an appeal has been filed and the dean must inform within five (5) instructional days the appropriate college grade appeals committee in writing that an appeal has been lodged. The chair of the department/program grade appeals committee must forward within five (5) instructional days the appeal file, including the committee's decision and rationale, to the college dean who must immediately inform the college grade appeals committee that the grade appeal file has been received and is ready for review.
- 5.2. The committee chair at the college level shall inform all parties of the composition of the grade appeals committee and of the right to peremptory challenge. The college grade appeals committee shall normally render its review decision within twenty (20) instructional days of receipt of the grade appeal file. However, if peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.

- 5.3. The college grade appeals committee shall review the grade appeal file, the department/program grade appeals committee's decision and rationale, and any rebuttal to that decision and rationale provided by the student or instructor in the light of paragraphs 1.1. through 4.4., above. During its review it may consider and act upon matters of both procedure and substance.
- 5.4. As a result of its review, the college grade appeals committee may confirm the decision of the department committee or it may recommend re-consideration.
- 5.4.1. If the college grade appeals committee confirms the decision of the department/program grade appeals committee, and if neither the instructor nor the student requests further review, then the grade appeal process ends. The chair of the college committee must inform in writing all parties, including the department/program chair and the department/program grade appeals committee. If a grade change has been recommended by the department/program committee but held in abeyance pending the appeal, the department/program chair shall, within ten (10) instructional days, authorize the grade change by filing the appropriate form. In the event that the department/program chair does not effect the change within ten (10) instructional days of notification, the chair of the college grade appeal committee will sign in lieu of the instructor or the department/program chair. The college dean will then authorize the grade change.
- 5.4.2. If either the student or the instructor communicates in writing her/his intention to continue the appeal process, the college committee chair shall, within ten (10) instructional days, forward the file (including the college committee's decision and rationale) to the University Grade Appeals Committee.
- 5.4.3. If the college grade appeals committee recommends re-consideration, it shall put in writing its rationale (which may involve matters of procedure or substance) and any recommendations it may have (which may include recommendations of substance or procedure, new constitution of the department/program committee, or other recommendations toward realizing a fair evaluation of the matters at issue). The chair of the college grade appeal committee shall return the grade appeal file, including the rationale and recommendations of the college committee, to the department/program grade appeals committee for re-consideration and supply copies of the recommendations to all other parties, including the department/program chair.
- 5.5. When a grade appeal decision has been returned for re-consideration, the department/program grade appeals committee shall review the rationale and recommendations of the college grade appeals committee. It shall undertake to remedy procedural faults identified by the college committee. It shall consider anew the substance of the grade appeal, with due attention to whatever recommendations have been advanced by the college committee. The department/program grade appeals committee shall render a new

decision on the appeal, which may be a reiteration of its original decision or may be a different decision (which may, but need not be, in agreement with the college committee's recommendations).

- 5.5.1. The department/program grade appeals committee shall render its reconsideration within twenty (20) instructional days of receipt of the grade appeal file. If peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.
- 5.5.2. Upon reaching its decision, the department/program grade appeals committee shall report, in writing, its response to all procedural faults identified by the college committee and shall again put in writing its rationale for its decision on the substance of the grade appeal. The chair of the department/program grade appeals committee shall forward these reports with the grade appeals file to the college grade appeals committee and supply copies to all other parties, including the department/program chair.
- 5.6. The college grade appeals committee shall review the re-considered decision of the department/program committee. It may seek clarification from the department/program committee. It shall either confirm or disagree with the decision of the department/program committee. The chair of the college grade appeals committee must inform all parties in writing of its decision.
- 5.6.1. If within ten (10) instructional days following notification of the college committee's decision, the student or instructor communicates in writing her/his wish to continue the appeal process, the committee chair shall forward the file (including the committee's decision and rationale) to the University Grade Appeals Committee.
- 5.6.2. If a grade change is recommended by the committee and the change is not appealed by either the instructor or the student (in compliance with 4.5.1., above), the college grade appeals committee chair shall, within ten (10) instructional days of the college committee's action, inform the college dean, in writing, of its decision and the college dean will authorize the grade change as determined by the committee.
- 6. Third Level of the Appeals Process: Appeal to the University Grade Appeals Committee**
- 6.1. The University Grade Appeals Committee shall function as the third and final level of the grade appeals process. The University Grade Appeals Committee may communicate with the student, the instructor, and the department/program and college grade appeals committees as needed.
- 6.2. The University Grade Appeals Committee shall normally render its decision within twenty (20) instructional days of receipt of the grade appeal file.
- 6.3. The University Grade Appeals Committee shall review the grade appeals file, the lower level committees' decisions and rationales, and any rebuttals to those decisions and rationales provided by the student or

instructor. It may consider both matters of procedure and substance. The committee may seek further clarification from either lower level committee or the student or instructor as needed. The University Grade Appeals Committee shall either confirm or disagree with the decision of the college grade appeals committee.

- 6.3.1. If the University Grade Appeals Committee determines that the grade appeal guidelines have not been followed, it may send the appeal back to the department/program or college grade appeals committee for reconsideration.
- 6.3.2. In the event that a grade change is authorized by the University Grade Appeals Committee, the chair of the University Grade Appeals Committee shall ensure that the appropriate change-of-grade form is properly signed by the provost and filed with Enrollment Services.
- 6.3.3. The chair of the University Grade Appeals Committee shall inform all parties to the grade appeal, in writing, of the committee's decision.
- 6.3.4. The rendering of the University Grade Appeals Committee's decision, notification of all parties of the decision, and effecting of a grade change where authorized by the committee, completes the appeal process.

Probation and Disqualification

Academic Probation

Undergraduate students are placed on academic probation if at any time their cumulative grade-point average in all college work attempted or their cumulative GPA at California State University, Long Beach falls below 2.0 (C). Graduate students are placed on academic probation when their cumulative grade-point average or grade-point average on all courses applicable to the degree falls below 3.0. Other post-baccalaureate students are placed on academic probation when their cumulative grade-point average falls below 2.5.

Undergraduate students will be removed from academic probation when their cumulative grade-point average in all college work attempted and their cumulative grade-point average at California State University, Long Beach is 2.0 (C) or higher. Graduate students will be removed from academic probation when their overall grade-point average and grade-point average on all courses applicable to the degree are 3.0 (B) or higher.

Other post-baccalaureate students will be removed from academic probation when their overall grade-point average is 2.5 or higher.

Administrative Academic Probation

An undergraduate or graduate student may be placed on administrative-academic probation by action of appropriate campus officials for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive semesters or in any three semesters, unless the withdrawals were directly associated with a chronic or recurring medical condition or its treatment;
2. Repeated failure to progress toward the stated degree objective or other program objective (when

such failure appears to be due to circumstances within the control of the student);

3. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students (e.g., failure to take placement tests, failure to complete a required practicum).

Academic Disqualification

Students who remain on academic probation for more than two consecutive semesters are subject to academic disqualification.

Undergraduate students on academic probation are subject to academic disqualification when:

1. As freshmen (fewer than 30 semester-hours of college work completed), their grade-point average falls below 1.5 on all units attempted or on all units attempted at California State University, Long Beach;
2. As sophomores (fewer than 59 semester-hours of college work completed), their grade-point average falls below 1.7 on all units attempted or on all units attempted at California State University, Long Beach;
3. As juniors (60 to 89 semester-hours of college work completed), their grade-point average falls below 1.85 on all units attempted or on all units attempted at California State University, Long Beach;
4. As seniors (90 or more semester-hours of college work completed), their grade-point average falls below 1.95 on all units attempted or on all units attempted at California State University, Long Beach; and

In addition to the above disqualification standards applicable to students on probation, individuals not on probation may be disqualified when both of the following circumstances exist:

1. At the end of any semester, if the student has a cumulative grade-point average below 1.0; and
2. The cumulative grade-point average is so low that in view of the student's overall educational record it seems unlikely that the deficiency will be removed within a reasonable period.

Graduate and post-baccalaureate students are subject to disqualification if while on probation they fail to earn grades of sufficient quality to remove themselves from probationary status. Disqualification will bar such students from any further enrollment at CSULB.

Disqualification From Impacted Programs

Students who fail to maintain an overall GPA of 2.0 will be immediately removed from an impacted major and placed in the undeclared category or in a general category appropriate to the discipline. To be reinstated as majors in the impacted program, they must reapply at the time when change-of-major requests are normally accepted.

Administrative Academic Disqualification

A student who have been placed on administrative-academic probation may be disqualified from further attendance if:

1. The conditions for removal of administrative-academic probation are not met within the period

- specified;
2. The student becomes subject to academic probation while on administrative-academic probation;
 3. The student becomes subject to administrative-academic probation for the same or similar reason for which they have been placed on administrative-academic probation previously, although not currently in such status.

In addition, an appropriate campus administrator may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render her/him unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

For students who subsequently become eligible for reinstatement (see below), disqualification under the provisions of the preceding paragraphs constitutes a break in "continuous enrollment" within a degree major program; therefore, students disqualified may not elect any regulations in effect prior to disqualification.

Reinstatement

In order to be considered for reinstatement to CSULB, a disqualified student must demonstrate progress toward the degree. This demonstration can be achieved by:

1. Completing courses through College of Continuing and Professional Education at CSULB; or
2. Completing classes at other regionally accredited academic institutions.

All classes considered for reinstatement in the student's petition must be applicable for degree credit and toward the student's General Education or major requirements.

Progress toward meeting the GPA requirement can be demonstrated by reducing the deficiency in grade-point average by one-half at CSULB or by making equivalent grades in courses taken at other regionally accredited academic institutions. Grades earned at other regionally accredited academic institutions will not reduce the deficiency in the CSULB grade-point deficiency. Grades earned elsewhere are only indicators of academic ability.

After reducing the deficiency in the CSULB grade-point average and/or demonstrating academic ability at other regionally accredited academic institutions, the student may petition the Academic Appeals Committee for reinstatement. The petition must present evidence that the student is likely to achieve a satisfactory grade-point average and to complete requirements for the degree in accordance with the Timely Graduation Policy. The Academic Appeals Committee will only consider the petition for reinstatement of students who have remained outside of the university for at least one regular (fall or spring) semester after their dismissal.

Petition forms are available through Enrollment Services and must be filed by November 1 for the spring semester or June 1 for the fall semester. Petitions received after that date will be returned to the student to be submitted for consideration for a future semester. (PS 09-06)

Disqualified undergraduate students taking courses

through College of Continuing and Professional Education will be eligible to enroll in a limited amount of courses. Fall and Spring Semesters: 6 units or two courses, as long as enrollment in these two courses does not exceed 7 units. Summer Session: 6 units or two courses, as long as enrollment in these two courses does not exceed 7 units. Winter Session: 4 units.

The University Center for Undergraduate Advising offers Reinstatement Workshops for Undergraduate Students who have been academically disqualified. The workshops help students to learn how to become reinstated to the university. For more information or to sign up for the workshop call (562) 985-7847 or visit the University Center for Undergraduate Advising, located in the Horn Center Room 103.

Academic Appeal of Disqualification

Undergraduate students who have made academic progress and believe that there were extenuating circumstances that led to their academic disqualification may file an appeal asking to extend their academic probation for an additional semester. Students must submit their appeals immediately following notification by Enrollment Services that they have been disqualified. The Appeal of Disqualification information and form are available through the University Center for Undergraduate Advising.

Academic Renewal

An undergraduate student may petition to have all the grades and units received during one or two semesters (or up to three quarter terms) of undergraduate work disregarded in the computation of grade point averages and academic standing. The work so disregarded may have been taken at any collegiate-level institution but no work taken during the disregarded terms, even if satisfactory, may apply toward baccalaureate requirements. All grades and units attempted will remain on record. At least five calendar years must have elapsed since the work in question was completed and the student must have subsequently completed 15 semester units with a 3.0 GPA (or 30 semester units with a 2.5 or 45 semester units with a 2.0) at CSULB before filing a request for disregarding the coursework. At the time of filing the petition the student must have either already met all requirements for graduation other than one or more grade point averages or all other remaining requirements are in progress during the semester of filing. No student may use academic renewal to raise any grade point average above what is required for graduation.

Students shall submit petitions for academic renewal to Enrollment Services. Final determination shall be made by the provost (or designee) in consultation with the Academic Appeals Committee. The petitioning student must certify that the work to be disregarded was substandard and not reflective of her or his current scholastic ability or present level of academic performance. This certification must include a statement explaining the extenuating circumstances causing the substandard performance during the terms in question. The student must also provide evidence that it would be necessary to complete additional units or semesters in order to qualify for the baccalaureate degree if the request were not approved. (PS 09-08)

Academic Appeals

Students may petition for exception to academic policy.

Typically, exception requests involve issues such as record errors, General Education substitutions or waivers, reinstatement, exceptions to the repeat/delete policy, and academic renewal.

Students can obtain the "Petition for Exception to Academic Policy" forms from the Office of Enrollment Services, Brotman Hall Room 101, or the University Center for Undergraduate Advising (UCUA), located in Horn Center, Room 103. This written appeal will be directed to the Academic Appeals Committee. Petitions must be filed with the Office of Enrollment Services, BH-101.

Cancellation of Registration or Withdrawal From CSULB

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the Enrollment Services website.

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Refund of Student Fees

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Educational Leave

Any registered student, undergraduate or graduate, in good academic standing may request an Educational Leave. Students requesting an Educational Leave must complete an Educational Leave Form, in advance, including an explanation of their reasons for seeking the leave and a statement of when they intend to resume academic work. The completed form should be submitted to the Office of Enrollment Services, Brotman Hall 101.

The minimum initial leave will be one full semester; the maximum will be one calendar year. A student may submit, in advance, a new educational leave request form for an extension of leave. Under no circumstances will the total number of approved educational leaves exceed two, nor will the duration of approved educational leaves extend beyond two calendar years.

Students returning from an approved educational leave are not required to submit an application for readmission to the university. Students returning from an absence for which an educational leave was appropriate but not approved in advance must reapply for admission and pay the reapplication fee.

Graduate students who plan to enroll for credit at another institution of higher education during the leave period must obtain prior approval for the transfer of course credit to the student's program from the department graduate advisor, department chair, and the College Dean or designee.

The period of an educational leave is counted in the calculation of elapsed time under the regulations governing the maximum period for completion of degree and remediation requirements. (See Baccalaureate and Graduate sections of this catalog).

For the period of an educational leave the student's rights under the "Election of Regulations" rule are preserved, maintaining the right of the student to elect regulations as if he or she had maintained continuous attendance.

An educational leave presupposes no expenditure of University resources or faculty and staff time on behalf of the student during the period of the leave. In addition, no computer facilities, no library privileges, and no student services are available to a student on educational leave.

Credit Hour

As of July 1, 2011 federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

A credit hour is assumed to be a 50-minute period. In courses in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

BACCALAUREATE DEGREE INFORMATION

Student Success and Graduation

CSULB's core academic purpose is to graduate students with highly valued degrees. Graduation rates for CSULB students have increased dramatically in recent years and the length of time it takes students to complete degrees has decreased. The availability of needed courses and support by academic advisors and learning communities greatly improved graduation rates. These improvements were key to CSULB's recognition as one of "America's Best Colleges and Universities" (*U.S. News and World Report*) and as a "Best Value College" and "Best in the West" (The Princeton Review).

Frequently Asked Questions

Successful students know the answers to these frequently asked questions. Please read them carefully. Knowing these answers can help you avoid pitfalls during your first semesters on campus. For further information, contact the University Center for Undergraduate Advising at (562) 985-4837.

1. What courses do I need to take to graduate?

Use the Degree Planner online tool in MYCSULB to map your entire academic path to graduation. Each time you enter the Degree Planner, it determines what degree requirements you have met and what is still remaining. The Planner then provides a recommended plan promoting timely graduation. If you have questions about your recommended plan, contact your major advisor, college advising center, or the University Center for undergraduate Advising if you are undeclared.

2. How can I tell what requirements I still need to meet before I graduate?

Use MyCSULB to check your Academic Requirements Report. Icons next to each requirement reflect the status of that requirement. You can bring a printout of the Academic Requirements Report to your college advising center or major advisor or the University Center for Undergraduate Advising for assistance. Also, check your To Do list for any outstanding transcripts needed from other institutions.

3. Can my General Education (GE) courses be used for both GE and for my major ("double counted")?

Under the 2012 GE pattern, up to 13 units may double count for the major and GE. Students following other GE patterns should review their Academic Requirements Report with their major advisor or see an advisor in the University Center for Undergraduate Advising if they have questions (Horn Center, Room 103, 562-985-4837).

4. How many units will transfer from a California Community College to CSULB?

All bachelor's level courses transfer, but only 70 units of transferable course work will apply to your bachelor's degree. Additional transferable course work will receive subject credit only.

5. I transferred from a California Community College. Do I have to take any General Education courses?

If you have received full GE certification, you are only required to complete an additional nine (9) units of

upper-division GE Capstone courses, including Global Issues and Human Diversity. You may also need to fulfill the U.S. History, Constitution, and American Ideals requirement. If you have not been certified as having met the transfer pattern, you must satisfy CSULB's GE requirements.

6. What does General Education (GE) Certification mean? There are three GE certification processes. Two may be completed at the California Community College (CCC). They are either (1) the California State University (CSU) Transfer Pattern or (2) the Intersegmental General Education Transfer Curriculum (IGETC). The third certification process may be completed at another CSU. In all cases, GE certification means that you have completed your lower-division GE at a CCC or at another CSU.

7. Does having an AA degree from a California Community College mean I am GE Certified? The minimum requirements for general AA degrees do not include the lower-division GE pattern required by CSULB. The completion of both an AA degree along with the specified CSU GE or IGETC pattern provide the appropriate GE courses for possible GE certification. In addition, the Associate Degrees for Transfer (AA-T, AS-T) do include GE Certification as part of the degree program. After transfer, CSULB also requires an additional 9 units of upper-division GE Capstone courses.

8. What is partial General Education (GE) Certification? Partial Certification means that transfer students have completed subject and unit requirements in one or more GE categories, but not all.

Baccalaureate Degrees

CSULB offers 85 baccalaureate majors (see a list of degree programs and admission requirements at the beginning of this *Catalog*). Baccalaureate degrees are constructed of three interrelated areas: (1) the breadth component, called the General Education (GE) Program, which is the basis for the baccalaureate degree with courses that offer training in general skills, methodologies, and habits of thought; (2) the depth component, or major, which establishes an understanding of the breadth of a body of knowledge, competence in the fundamental skills and methodologies of the discipline, and understanding and skill at an appropriate depth in one or more facets of the discipline; and (3) the elective component that provides the possibility for personal exploration, enhancement, and development to complement the rest of the degree program (and might include a minor and/or a certificate program).

Requirements for the Baccalaureate Degree

1. Completion of a minimum of 120 units for the Bachelor of Arts and the Bachelor of Science. Completion of the minimum number of units which could range from 120 to 132 required by the major program for the Bachelor of Fine Arts or Bachelor of Music degrees. See the

description of the requirements for each major for the specific number of units required. There are restrictions (below) on how many units in certain categories may be counted toward the minimum unit requirement.

2. Completion of at least 40 upper-division units (courses numbered 300-499). No course taken at any community college may count toward fulfillment of these 40 units.
3. Completion of at least 30 units in residence at CSULB of which at least 24 must be upper-division and at least 12 must be in the major. Units earned in Extended Education or Open University cannot be counted toward fulfillment of the residence requirement.
4. Completion of the General Education program, described below, including at least 9 units in upper-division capstone courses completed at CSULB.
5. Completion of the specific course and unit requirements for the academic major, as shown in the alphabetic listing for the major department. If the requirements are changed during students' continuous attendance at CSULB, they have the right to meet either the requirements in effect when they entered the major or the requirements in effect at the time they graduate. All upper-division courses required for a major must be completed within the ten-year period preceding award of the baccalaureate degree. Courses completed prior to this ten-year period can be revalidated by such demonstrations of competence or knowledge of the subject as may be prescribed by the department offering the course.

The on-line *Catalog* Table of Contents has a link at the top to "Road Maps" that shows a suggested sequence of courses to enable students to complete all degree requirements in a timely fashion. Since individual circumstances can vary, students should consult their major advisors for assistance.

6. Satisfactory fulfillment of the Graduation Writing Assessment Requirement (GWAR) (See a description of the requirement at the end of this section.)
7. The grade point average standards of Section 40402 of Title 5 of the California Administrative Code requires undergraduate students, at graduation, to have completed the following with a grade point average of at least 2.0:
 - a. All units applicable toward a degree, including those accepted by transfer from another institution,
 - b. All units in the major, and
 - c. All units attempted at the campus granting the degree.
8. Formal approval by the faculty of the university.

Student Levels

Freshman	0.0 to 29.9 units
Sophomore	30.0 to 59.9 units
Junior	60.0 to 89.9 units
Senior	90.0 or more units
Postbaccalaureate	holding a baccalaureate or equivalent degree

Restrictions on Units That May Be Counted Toward the Minimum Required for the Baccalaureate

Activity Courses

Activity courses provide practice in such areas as music, dance, physical education and Student Recreation and Leadership (SRL). Except as required by a student's major, students may apply to the degree no more than eight units each of activity course credit in music, dance, theatre arts, or kinesiology and no more than four units of activity course credit in SRL, up to a total of no more than 20 units in all areas.

Transfer Courses

No more than 70 units of courses from a Community College may be counted toward the minimum unit requirement for the baccalaureate. (For more detail, see the section on Transfer Credit in the Academic Information section of this catalog.)

Courses Taken by Non-Matriculated Students in Any Term

No more than 24 units total taken during any term while in non-matriculated status may be used to fulfill any undergraduate degree requirements. All students who have not been formally admitted to CSULB and who take courses here are non-matriculated students. Courses taken by incoming freshmen during the summer prior to their first fall are considered non-matriculated units. Students looking to transfer units to a graduate program may take up to 9 units.

Open University

Open University — Through Open University, students who are NOT matriculated in CSULB may take regular university classes during spring or fall semesters for academic credit on a "space available" basis with permission of the department chair and the course instructor. Open University enrollment does NOT constitute admission to CSULB. For more information call the College of Continuing and Professional Education (CCPE) at (562) 985-5561.

Self Support Courses

There is no limit on CCPE Self Support course credit, including Winter, May and Summer Session, applicable to the degree if taken while in matriculated status in the degree program.

General Education

The Significance of General Education

The components of an undergraduate education include the major, in which the student acquires depth of knowledge, electives that allow a student to explore personal or career-related interests, and General Education (GE). General Education allows students to develop competency in academic skills that are essential to all academic majors. In addition, General Education offers students broad knowledge beyond the focus of the major, as well as exposure to the rich diversity of the human experience.

The General Education program at CSULB sequentially introduces students to the mastery of academic skills that will provide graduates with an understanding of self, the

physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. The program involves three stages: Foundation, Explorations, and Capstone. Students who begin their college careers at CSULB will complete all three stages, while transfer students who enter the university with a Full General Education Certification will be expected to complete the final (Capstone) stage only, and the Human Diversity and Global Issues requirements if not met through transfer coursework.

General Education Breadth requirements are specified pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.4, and 40508, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University, and Executive Order 1065. CSU General Education Breadth requirements have been designated to complement the major program and electives completed by each baccalaureate candidate to assure that graduates have made noteworthy progress toward becoming truly educated persons. These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning.

The Essential GE Student Learning Outcomes

Upon completion of the GE requirements, CSU students should show mastery in each of the following:

Knowledge of Human Cultures and the Physical and Natural World

Achieved through study in the Sciences and Mathematics, Social Sciences, Humanities, Histories, Languages, and the Arts

Intellectual and Practical Skills, including:

Written Communication
Oral Communication
Critical Thinking
Quantitative Reasoning
Information Literacy and Technology Literacy
Teamwork
Creativity, Inquiry, and Discovery

Personal and Civic Responsibility, including:

Global Competencies
Intercultural Competence (cultural values/traditions-U.S.)
Ethical Reasoning and Social Responsibility
Self-Understanding
Foundation and Skills for Lifelong Learning

Integrative Learning, including:

Synthesis and Interdisciplinary Methods of Inquiry

General Education Requirements (48 units*)

The General Education curriculum is organized as three sequential phases. The first is the Foundation, a group of courses designed to provide fundamental learning skills.

The second is Explorations, courses distributed across the curriculum that are intended to provide an opportunity to explore the various way of acquiring and examining knowledge while continuing to develop learning skills. The third is the Capstone, designed to integrate knowledge and skills developed earlier in the curriculum. (*Students majoring in departments within the College of Engineering are required to take only 42- 45 units of GE).

All students must complete the distribution pattern described below.

English Language Communication and Critical Thinking (Category A, 9 units): Includes three Foundation 3 unit Courses: Written Communication in English (A1), Oral Communication in English (A2), and Critical Thinking (A3).

Science, Technology & Mathematics/Quantitative Reasoning (Category B, 9 units): Includes 3 units in life sciences (B1a) and 3 units in physical sciences (B1b) with one lab course associated with either the life sciences or the physical sciences. This requirement also includes the fourth Foundation 3 unit course in Mathematics/Quantitative Reasoning (B2).

The Arts & Humanities (Category C, 9 units): Includes 3 units in the arts (C1) , 3 units in humanities (C2), and an additional 3 units in either the arts or the humanities.

Social Sciences & Citizenship (Category D, 9 units): Includes 3 units in US history (D1a) and 3 units covering the US Constitution, including CA State & local government (D1b). This requirement also includes 3 additional units in social sciences & citizenship (D2).

Lifelong Learning and Self-Development (Category E, 3 units): Includes 3 unit course that deals with the human being as a psychological, physiological, and social organism.

Capstone (Category F, 9 units): Includes at least nine (9) units chosen from approved Capstone courses (three courses). Students entering Fall 2016 or later must fulfill 3 units (1 course) of their 9 units of capstone (three courses) by completing an approved Writing Intensive Capstone course.

Additional GE Requirements: The 48 units above must include courses that also fulfill the following requirements:

Global Issues (GI, 3 units): Requires a course designed to introduce students to cultures and places outside of the US.

Human Diversity (HD, 3 units): Requires a course designed to introduce students to diverse populations and cultures within the US.

General Education Policies

Only courses on the General Education Master Course List at the time the student takes the course shall count for General Education.

Because the program is intended to provide breadth, a minimum of thirty-five (35) units of the student's General Education courses must be outside the student's major department. "Courses in the major department" include all courses housed in the department offering the major, regardless of prefix. (For example, courses in French and Italian are in the same department.)

A cross-categorized course may be counted (at the student's option) in any one of the approved categories A-F,

but not in more than one.

Where appropriate exams exist, Foundation and Explorations requirements may be met by external examinations, such as Advanced Placement or International Baccalaureate exams.

Students are expected to complete the Capstone requirement at CSULB. An exception will be made for students who transfer from another CSU campus after completing some of the upper-division GE requirement at that campus. To be accepted toward the Capstone requirement at CSULB, the transfer course must be approved for upper division general education credit at the campus offering the course. Other courses may be used, on an individual basis, to meet the requirement if they are approved for General Education at the campus offering the course and if the purpose of the course meets the criteria for a CSULB Capstone course.

Students who transfer from baccalaureate institutions other than the CSU after completing upper-division General Education courses may petition to have one or more such courses accepted toward the Capstone requirement. Such petitions will be evaluated on the basis of the criteria above.

GE Requirements for Returning and Transfer Students

Students who have not maintained continuous attendance status shall be subject to the General Education requirements in effect at the time of their reentry to the university, with the following exceptions.

Previous CSULB students who were under earlier General Education requirements and who before breaking continuous attendance needed no more than three additional courses to complete the entire General Education requirement shall be allowed to complete the General Education requirement in effect at the time of the previous attendance. However, all students must complete at least 9 units of upper division General Education courses, of which a minimum of 6 units must be Capstone courses.

Previous CSULB students who were under the earlier General Education requirements and who before breaking continuous attendance completed one or more upper-division GE courses shall be required to complete additional Capstone courses as needed to complete the total of 9 upper-division units. At least two of the courses in the overall program must be Capstone courses.

Transfer students who enter CSULB with full GE certification from a California Community College must complete both the Human Diversity in the U.S. and the Global Issues requirements if these requirements were not met through transfer, but these students need not complete any other GE courses except the Capstone, which cannot be met through transfer from a community college. Transfer students who enter CSULB without full GE certification or subject-area (partial) certification from a California Community College must either complete the CSULB GE requirements, or complete and obtain a GE certification from a California Community College which will be honored as meeting CSULB's lower-division GE requirements.

Majors

Choosing a major is one of the most important, and sometimes most difficult, academic decisions students

will make during their college careers. There may be many possible choices of major that would provide preparation for a given career. The section on Degrees, Options, Minors and Certificates in this Catalog shows the many choices available and where to find information in each. Many departments have additional information posted on their web pages, accessible from the university's home page. Students are encouraged to interview faculty in possible majors and to seek the help of academic and student services professionals to assist them in making this important decision.

Declaration of a Major

CSULB students must meet precise major specific criteria in order to declare a major. While freshmen are admitted directly into some majors, many majors require that students begin as pre-majors and then declare the major if and when they complete the major specific criteria. All students must have a declared major by the time they reach 60 earned units (PS 06-04). This applies to students who are Undeclared or are currently in a pre-major.

Except for "Highly Impacted" majors, native CSULB students can declare a major if they meet the major specific minimum cumulative GPA and required lower division preparation. There are limitations on the ability to add a second major or to add/change degree objectives based on the following policies - Academic Progress Rules for Undergraduate Programs (http://www.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/alphabetical/ProgressRules.html) and Timely Graduation for Undergraduate Students (http://www.csulb.edu/depts/enrollment/graduation/bachelors/timely_grad_ugrad.html).

Steps for Pre-majors to Declare the Major

Students who are in a pre-major must meet major-specific criteria in order to declare the major; therefore, the student should review the criteria in Major Specific Declaration Requirements for CSULB Students (<http://www.csulb.edu/depts/enrollment/graduation/native-major-criteria/index.html>) carefully. The student can check progress towards satisfying the pre-major requirements by reviewing his/her Academic Requirements Report available in 'Academics Section' of the Student Center in MyCSULB. Be aware that "Highly Impacted" majors are very competitive and have additional requirements. If the major specific criteria is satisfied, meet with the department academic advisor to begin the process. If the major advisor supports the request, the advisor will electronically submit the request to the Office of Enrollment Services. Please note that CSULB's Academic Progress Rules for Undergraduate Programs policy may affect a student's ability to continue in his/her degree objective.

Change of Major or Other Objective

Students wishing to change a degree objective must meet the major-specific criteria for the new major as defined in Major Specific Declaration Requirements for CSULB Students (<http://www.csulb.edu/depts/enrollment/graduation/native-major-criteria/index.html>). The following CSULB policies may affect the student's ability to change majors: Academic Progress Rules for Undergraduate Programs (http://www.csulb.edu/depts/enrollment/graduation/bachelors/change_degree_objective.html#acad-prog-rules) and Timely

Graduation for Undergraduate Students (http://www.csulb.edu/depts/enrollment/graduation/bachelors/timely_grad_ugrad.html).

Once the student satisfies the specified criteria, the student should meet with the department academic advisor to discuss the possibility of changing his/her major. If the major advisor supports the request, the advisor will electronically submit the request to Enrollment Services. Be aware that additional information may be requested to insure compliance with the policies mentioned above prior to the processing of the request.

The evaluation of credits transferred to the University is based in part upon the academic objective indicated on the application for admission. Students should be aware, therefore, that under some circumstances transfer courses accepted for one purpose may not be acceptable for other purposes.

Declaring a Second Major

Students may be allowed to complete the requirements for two baccalaureate programs concurrently in accordance with the Timely Graduation Policy. Students wishing to add a second major must meet the major-specific criteria for the new major as defined in Major Specific Declaration Requirements for CSULB Students (<http://www.csulb.edu/depts/enrollment/graduation/native-major-criteria/index.html>). While students are encouraged to pursue their academic interests, all degree objectives (e.g., majors, minors, certificates) must be completed within 120% of the units allowed for the primary degree as stipulated in CSULB's Timely Graduation for Undergraduate Students policy (http://www.csulb.edu/depts/enrollment/graduation/bachelors/timely_grad_ugrad.html). Also note that CSULB's Academic Progress Rules for Undergraduate Programs policy stipulates that if any one of a student's three GPAs is below 2.5, the student must have the approval of his/her primary major advisor to add any additional degree objectives. Please note that students whose major GPA is near or below a 2.0 are unlikely to be allowed to pursue additional degree objectives until they have improved their major GPA. Once the student satisfies the specified criteria, the student should meet with the department academic advisor to discuss the possibility of adding the additional major. If the major advisor supports the request, the advisor will electronically submit the request to Enrollment Services. Be aware that additional information may be requested to insure compliance with the policies mentioned above prior to the processing of the request.

One diploma will be issued reflecting both majors. A course, or courses, may be used to satisfy the individual requirements of both majors, without limit, as long as the required pattern of course work is completed for each major.

Minors and Certificates

A minor is a structured selection of courses by which a student can enrich his or her academic preparation through concentrated study of a discipline that is different from, but may be related to, the student's declared major. A minor is a means to augment or complement the major by broadening the student's academic experience or serving as preparation for a specific career. A minor must be pursued concurrently with a Bachelor's degree. A minor consists of a

minimum of fifteen units, as specified by the department or program, at least six of which must be upper division. The minimum overall GPA in courses toward the minor is 2.0. A minimum of six units of coursework towards the minor must be taken at CSULB. Minors are awarded only as part of a baccalaureate degree. Students may not finish a minor after they have graduated. The minor may be in a single subject or interdisciplinary. Students may not declare or receive a minor in the same subject as the major, and the major and minor may not have the same title. The description of each minor shall have a statement listing all majors, if any, that may not be combined with that particular minor. Students should refer to the requirements of the department and college of their major, to see whether a minor is required for that major. Even if a minor is not required, students may elect to complete one or more minors from those available. Note that the award of a minor will be reflected on your transcript, not on your diploma.

Certificate programs differ from baccalaureate majors and minors in their emphasis on practical and applied uses of knowledge in a specific area of human enterprise. Certificates may only be earned concurrently with or following the award of the baccalaureate degree. Certificate programs require at least 18 units of course work, of which at least 15 units must be upper-division. Courses taken to fulfill the requirements for the baccalaureate may also be applied to certificate requirements. A maximum of two 500-level courses, taken by eligible students in their senior year, may be applied to a baccalaureate certificate program. Extension and/or transfer credit may comprise no more than one-fourth of the course work used to meet baccalaureate certificate requirements. A grade point average of at least 2.0 must be maintained in the certificate program's course work. Courses taken to fulfill the Bachelor's degree may also be applied to certificate requirements. Note that the award of a certificate will be reflected on your transcript, not on your diploma; a separate certificate document will be issued.

While students are encouraged to pursue their academic interests, all degree objectives (e.g., majors, minors, certificates) must be completed within 120% of the units allowed for the primary degree as stipulated in CSULB's Timely Graduation for Undergraduate Students policy. Also note that CSULB's Academic Progress Rules for Undergraduate Programs policy stipulates that if any one of a student's three GPAs is below 2.5, the student must have the approval of his/her primary major advisor to add any additional degree objectives. Please note that students whose major GPA is near or below a 2.0 are unlikely to be allowed to pursue additional degree objectives until they have improved their major GPA. If the program advisor for the minor or certificate supports the request for an additional degree objective, the advisor will electronically submit the request to Enrollment Services. Be aware that additional information may be requested to insure compliance with the policies mentioned above prior to the processing of the request.

Additional Baccalaureate Degrees

A graduated student who wishes to pursue an additional baccalaureate degree may be allowed to do so by completing a minimum of 30 units in residence after graduation, of which 24 units must be upper-division courses and 12 units must be in the major. (See the *Catalog* section on admissions for restrictions on the admission of candidates for a second baccalaureate degree.)

A senior, with advance approval of the Academic Appeals Committee, may earn a maximum of twelve units toward the additional degree while in residence for the first degree. Any courses to be applied to the additional degree must be specified and taken in addition to those needed to satisfy the requirements of the first degree.

Students applying for and accepted to a second baccalaureate degree program who have received their first baccalaureate degree or equivalent from an institution outside of the U.S. will be required to complete any deficiencies in the General Education pattern and will be evaluated for General Education on the same basis as undergraduates.

Enrollment of Seniors in Graduate Courses

Undergraduates may enroll in graduate courses only under the conditions specified below:

Graduate Credit Earned as a Senior

Graduate credit usually may not be earned in advance of the baccalaureate degree. Seniors may, however, be granted approval to earn a maximum of 12 units of course work in the 400 and 500 levels designated as acceptable for graduate credit and taken at this university towards their prospective graduate programs (based upon faculty recommendation, academic performance (in general a grade-point average of 3.0 (B) in the major), and promise of academic achievement in post-graduate study). Approval is subject to the following conditions: (a) the course work must be in addition to that required for the undergraduate major; and (b) the undergraduate student must have an approval from the departmental graduate advisor and the department chair prior to enrollment. (PS-92-08)

In those areas in which graduate credit is for a credential only, approval must be obtained from the appropriate department in the College of Education. Requests submitted after completion of course(s) will not be approved.

Senior Enrollment in Graduate Courses for Undergraduate Credit

Under special conditions, seniors who have a 3.0 grade-point average or better in their major and who have adequate undergraduate preparation in the subject may enroll in up to 12 units in the 500-599 series to fulfill the elective requirements of the bachelor's degree. The course work may not be applied to the units of 500-600 level course work required by the department or college for the master's degree. The student must have an approval from the instructor and department chair before registration in the class(es) is permitted. (PS 92-09)

Graduation Writing Assessment Requirement (GWAR)

In order to obtain a degree or certificate from CSULB, all students must demonstrate upper-division competence in academic writing in English. All students must attempt to fulfill the GWAR before filing a request to graduate. A new GWAR policy was adopted in Spring 2012, and under this new policy all students are required to complete a writing placement test and the appropriate GWAR pathway based on the score received on that test. Beginning in Fall 2016, the GWAR Placement Exam (GPE) replaces the previous placement test, the Writing Proficiency Exam (WPE). All students, regardless of their admission dates, who have not taken the placement test prior to Fall 2016, will be required to take the GPE. WPE scores attained by students who were admitted prior to Fall 2016 will continue to be used for placement purposes, and students who completed the WPE are not required to complete the GPE.

Continuing students are required to attempt the writing placement test when they have earned between 30 and 50 units. Transfer students are urged to attempt the GPE prior to their enrollment at CSULB but are required to take the GPE in their first semester of enrollment.

Based on their score on the placement test, students who have been admitted or readmitted to CSULB in Fall 2016 or in a subsequent semester fulfill the GWAR by one of the following pathways:

- Students receiving scores of 11 or higher on the placement test will be required to complete a General Education writing intensive capstone course with a grade of "C" or better.
- Students receiving scores of 8, 9, or 10 on the placement test will be required to complete a GWAR portfolio course with a grade of "C" or better, including submission of a portfolio that earns a passing score, and to subsequently complete a General Education writing intensive capstone course with a grade of "C" or better.
- Students receiving scores of 7 or lower on the placement test will be required to successfully complete English 301A with a grade of "C" or better; to then complete a GWAR portfolio course with a grade of "C" or better, including the submission of a portfolio that earns a passing score; and to subsequently complete a General Education writing intensive capstone course with a grade of "C" or better.

Undergraduate students with scores lower than 11 on the placement test will be required to begin the pathway to successfully complete the GWAR within two semesters of taking the test. These students must enroll in an appropriate pathway course each semester until they are deemed ready to take the General Education Writing Intensive Capstone course. Registration may be prevented for students not complying with timely completion of the GWAR requirement by placing a GWAR hold. Students will be permitted to appeal to complete requirements concurrently if required for timely graduation. Appeals will be reviewed by the Associate Vice President, Undergraduate Studies.

Students Admitted Prior to Fall 2016

Based on their score on the placement test, students enrolled at CSULB prior to Fall 2016 fulfill the GVAR by one of the following pathways:

- Students receiving scores of 11 or higher on the placement test have satisfied the GVAR and may proceed with completion of other degree requirements.
- Students receiving scores of 8, 9 or 10 on the placement test must complete a GVAR portfolio course with a grade of "C" or better, including submission of a passing portfolio.
- Students receiving scores of 7 or lower on the placement test must complete English 301A with a grade of "C" or better and must complete a GVAR portfolio course with a grade of "C" or better, including submission of a passing portfolio.

Undergraduate students with scores lower than 11 on the placement test will be required to begin the pathway within two semesters of taking the test. These students must enroll in an appropriate pathway course each semester until they have fulfilled the requirement. Registration may be prevented for students not complying with timely completion of the GVAR requirement.

GVAR Advising & Testing

Students who have questions about their next step or who need help selecting an appropriate GVAR portfolio course should schedule an appointment with a GVAR advisor in the University Center for Undergraduate Advising, 103 Horn Center, (562-985-7378). Information about the GVAR is available at www.csulb.edu/gvar. Students who attempted the WPE once prior to Fall 2010 may attempt the placement test a second time or may enroll in an appropriate GVAR course and submit a portfolio for assessment. Students can register for the placement test online at www.csulb.edu/testing. Students must pay a fee each time they take the test to cover the costs of test administration and scoring. Testing, Evaluation & Assessment offers three-hour workshops one to two weeks prior to each placement test date. Information about these workshops, test dates, and related services is available at BH-216 or at www.csulb.edu/testing.

GVAR Registration Holds

If undergraduate students neglect to attempt the placement test by the time they earn 50 units or, if they are upper-division transfer students in their first semester of residency, CSULB will place a hold on their privilege to register for classes. Students must register for and take the placement test to release this registration hold. Students with compelling reasons can request deferrals at Testing, Evaluation and Assessment, BH-216. If students fail to comply with requirements to enroll in a GVAR course, CSULB will place a hold on their privilege to register for classes. Students must meet with a GVAR advisor to release this registration hold. It is imperative for timely degree completion that students make steady progress on fulfilling the requirements of the GVAR.

Graduation

Dates and Requests to Graduate

The University awards degrees at the end of each of four terms in a year: January (work completed at the end of Winter session); May or June (end of the Spring semester); August (end of Summer Session); and December (end of the Fall semester.)

Seniors and graduate students who expect to receive degrees or Certificates at the end of any semester, winter or summer session must complete the Request to Graduate form and/or Certificate form well in advance. The appropriate request for Spring or Summer candidates must be filed by the preceding October 15, and for Fall or Winter candidates by the preceding March 1, at the Office of Enrollment Services. The names of candidates who file within these deadlines will appear in the Commencement Program published each Spring. Publication of names in the program does not constitute graduation from the university. Credential students should apply in the Credential Processing Office, located in the Graduate School of Education by February 1 for December completion and by October 1 for Spring and Summer sessions.

Requests to graduate submitted later than the deadline will be processed after those submitted on time. The degree will be granted once all requirements have been completed, but the student's name will not be printed in the Commencement Program.

Completion of Records and Requirements

Prior to receiving a degree, students are responsible for the following:

- Insuring that the university has received official transcripts of all work completed at other institutions. If graduation depends on any classes taken outside CSULB during the final semester or session, the transcript must be submitted by the announced date, approximately one month after the official graduation date.
- Completing all requirements for the degree, including the minimum number of units. Units will not be counted toward the minimum if they are above the acceptable total in certain categories, as listed in the degree requirements, or if they are a repetition of a course for which credit has already been counted. Any substitutions or waivers of course requirements must be submitted by the advisor.
- Completing all "In Progress" and "Incomplete" courses. No additional work may be completed after the degree is awarded. No grade can be changed after the degree is awarded, except for a change resulting from a grade appeal. Any Incomplete remaining on the record as of the graduation date will be counted as if it were an "F," with units attempted but no grade points earned, unless the instructor has specified on the Incomplete form that some other grade be recorded.

Degree Clearing

Final review of records begins three weeks after final exams in the student's last term. If all degree requirements are complete, the degree and any honors are added to the transcript. The transcript is the official verification of the degree.

It is the student's responsibility to submit records of all

changes in the record no later than the last day of the final semester or session. Such materials include transcripts from other institutions and amendments, substitutions, waivers, and grade changes.

Honors for Undergraduate Students

I. Graduation with Honors

A. Latin Honors

The following grade-point average (GPA) criteria are used to identify undergraduate students eligible for the honors specified:

Summa Cum Laude: GPA equal to or greater than 3.950,

Magna Cum Laude: GPA equal to or greater than 3.750 but less than 3.950, and

Cum Laude: GPA equal to or greater than 3.500 but less than 3.750.

Undergraduate students may be considered eligible for honors at graduation provided that a minimum of 45 units are earned at California State University, Long Beach. For the first baccalaureate degree, the GPA shall be determined from units earned at CSULB plus transferred units. For the second baccalaureate degree, the GPA shall be determined only by courses taken after the first degree was awarded that are also required by the second major. Latin Honors will be noted on the diploma and transcript.

Master's, credential, post-baccalaureate certificate, and doctoral students are not eligible for Latin honors.

B. University Honors Program

An undergraduate student must complete 24 credits in Honors (General Honors Plan I-for incoming first-year students) or 15 credits in Honors (General Honors Plan II-for transfer students and continuing CSULB students) and maintain an overall GPA of 3.00 or better in Honors and in all university courses attempted to graduate from the University Honors Program. Students who successfully complete the academic requirements of the University Honors Program will be awarded a University Honors Program certificate and medallion. They will also receive the designation "General Honors – University Honors Program" on their transcript.

C. Honors in the Major

Departments may develop an honors curriculum in the major. The honors curriculum must contain a minimum of nine additional units. Honors in the Major are noted on the transcript.

II. Honor Lists

Undergraduate students exhibiting outstanding scholastic achievement are honored by being included on the President's List or Dean's List. Such recognition will be noted on the transcript each term.

A. President's List

Students will be placed on the President's List to honor them for academic achievement each semester in which they complete 12 or more graded course units with a semester GPA equal to or greater than 3.750. Students earning fewer than 12 graded course units per semester will be placed on the President's List in the spring semester of the academic year in which they accumulate 12 or more graded course units with an academic year GPA equal to or greater than 3.750.

B. Dean's List

Students will be placed on the Dean's List to honor them for academic achievement each semester in which they complete 12 or more graded course units with a semester GPA equal to or greater than 3.500 but less than 3.750. Students earning fewer than 12 graded course units per semester will be placed on the Dean's List in the spring semester of the academic year in which they accumulate 12 or more graded course units with an academic year GPA equal to or greater than 3.500 but less than 3.750.

C. Departmental Honors

With the approval of the dean of the college, departments may elect to award departmental honors to their graduates based on GPA and/or other criteria determined by the department. The number of honors awarded by a department shall be limited to three students or five percent of graduates, whichever is larger. Departmental honors will not be noted on the transcript.

Timely Graduation for Undergraduate Students

In order to provide access to the university's undergraduate major and minor programs for as many qualified students as possible, this policy is established to ensure timely graduation of undergraduate students.

Students may earn up to 120% of the number of units required for the degree in their declared primary major. Any additional degree objectives (e.g., majors, minors, certificates) must be able to be completed within the additional units allowed. For the purpose of defining unit limits in this policy:

Units transferred from other institutions in excess of 60 units will be excluded from the unit limits.

Units earned by Advanced Placement, International Baccalaureate, and other external exams, military credit, pre-baccalaureate unit credit, as well as unit credit by examination are excluded.

After earning 90 units, students may change degree objectives only if they submit a plan demonstrating that all degree objectives can be completed within the 120% unit limit applicable to the higher unit major.

Students who have not already filed to graduate by the time they have earned 100% of the units required for the degree in their declared primary major must file to graduate and submit a plan to graduate within the unit limits defined in this policy.

Students requesting an exception to the limits in this policy should file a Timely Graduation appeal. The appeal must include a rationale and an advisor-approved plan to graduate.

If an exception is not approved, students whose plan to graduate exceeds 120% of the number of units required for the degree in their declared primary major may be subject to restrictions on enrollment. If the student has earned any major regardless of whether he or she has declared that major, a degree will be conferred in that major. If the student has not earned a major, enrollment will be restricted to courses required to graduate in the major for which graduation is most likely to occur in a reasonable time.

Honor Societies

- Phi Beta Kappa – Founded at the College of William and Mary in 1776, it is the oldest and most prestigious honor society for students of the liberal arts and sciences. A chapter was established at California State University, Long Beach in 1977.

Graduating seniors are elected to membership in Phi Beta Kappa on the basis of extraordinary scholarly performance at this University, after study of their records by faculty members who are themselves members of Phi Beta Kappa. No action on the part of the student is necessary to initiate consideration. Inquiries should be directed to the President of the University chapter of Phi Beta Kappa, Dr. Harold Schefski, Department of Romance, German, and Russian Languages and Literatures.

Two additional societies which may elect students from all academic areas are:

- Mortar Board – Founded in 1918 as an honor society focusing on scholarship, leadership, and service. Mortar Board was the first national honor society founded by and for college senior women, and the membership expanded to include men in 1975. The California State University, Long Beach Cap and Gown Chapter was founded in 1972, and grew out of an honor club established here by seven women in 1963. The Cap and Gown Chapter is one of over 200 Mortar Board Chapters, with a total national membership of over 250,000 dedicated, active scholars. Mortar Board's focus is on collaboration and balancing positive ideology with practical leadership building experiences. Mortar Board holds that both community service and dedication to academic excellence must remain constant in order to provide a full college career. Membership is extended to service-oriented CSULB seniors who maintain a minimum 3.0 cumulative GPA.
- Phi Kappa Phi – Founded in 1897 at the University of Maine, it is the oldest and largest national honor society which recognizes and encourages superior scholarship in all academic disciplines. Chapter 86 was established at California State University, Long Beach, in 1963.

Admission to Phi Kappa Phi is by invitation only and requires nomination and approval by the chapter and national society. Membership for juniors, seniors, and graduate students is based on integrity of character, one year residence in the University, and outstanding scholarship. Inquiries should be directed to the President of the University chapter of Phi Kappa Phi, Dr. C. J. Walter, c/o College of Business Administration.

Other societies may limit membership to particular academic areas. Among these organizations at California State University, Long Beach are the following:

- Beta Alpha Psi (Accounting) — National scholastic fraternity to give recognition to excellence in the field of accounting.
- Beta Gamma Sigma (Business Administration) — National honorary business society to recognize superior academic performance.
- Chi Epsilon (Civil Engineering) — National honor society open to Civil Engineering majors with a 2.9 GPA.
- Chi Sigma Iota (Counseling) — International honor society open to graduate students with a GPA of 3.5, scholars, and practitioners in the counseling profession.
- Eta Kappa Nu (Electrical Engineering) — National honor society furthering area interests and promoting scholarship. GPA requirement for seniors is 2.8, for juniors 3.0.
- Kappa Delta Pi (National honor society for teachers) — encourages high professional, intellectual, and personal standards. Recognizes outstanding contributions to education.
- Kappa Tau Alpha — National honor society that recognizes academic excellence and promotes scholarship in journalism and mass communication.
- Omicron Nu (Family and Consumer Sciences) — National honor society recognizing superior scholarship and promoting leadership and research in the field of Family and Consumer Sciences.
- Phi Alpha (Social Work) — National honor society to improve the goals of social work on campus. GPA requirement 3.0.
- Phi Alpha Theta (History) — National honor society in history, founded to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians.
- Phi Beta Delta (International Education) — National society, founded at CSULB, recognizes students from all disciplines with high GPAs and extensive involvement in international education or international studies.
- Phi Delta Gamma (Scholarship) — National honor society which fosters academic achievement and professional preparation.
- Phi Delta Kappa (Education) — National organization which promotes service, research, and leadership in education. Members include both students and faculty.
- Phi Epsilon Kappa (Physical Education) — National society for recognition in sports and physical education. 3.0 GPA requirement and faculty recommendation.
- Phi Mu Alpha-Sinfonia (Music) — National organization for students in music. Promotes music in America, especially contemporary American music.
- Phi Alpha Alpha (Public Administration) — National society to encourage scholarship among students of public administration.
- Phi Sigma Tau (Philosophy) — National honor society for students with a strong undergraduate concentration in philosophy.
- Pi Kappa Lambda (Music) — National honor society for scholastic achievement in music.
- Pi Lambda Theta (Education) — National organization for undergraduate and graduate students. Purpose is to maintain high standards of scholarship and preparation for teaching.
- Pi Mu Epsilon (Mathematics) — National honor society recognizing distinction in mathematics.
- Pi Sigma Alpha (Political Science) — National honor

- society for political scientists. Open by invitation to upper-division and graduate students with a 3.0 GPA.
- Pi Tau Sigma (Mechanical Engineering) — National honorary fraternity encouraging and recognizing outstanding scholastic achievement of students in the field.
 - Psi Chi (Psychology) — National honor society recognizing distinction in Psychology. Sponsors research and other participation in psychology.
 - Sigma Alpha Iota (Music) — National organization for women in music. Aims to further the development of music in America through performance, study, and participation in both campus and community projects.
 - Sigma Delta Pi – Capitulo Pi Chi — One of the purposes of this society is to honor those who attain excellence in the study of the Spanish language and in the study of the literatures and cultures of the Hispanic World.
 - Sigma Theta Tau (Nursing) — International honor society recognizing superior scholastic achievement, leadership, and community service in nursing.

CSULB Alumni Association

The CSULB Alumni Association is the link between the University and its more than 285,000 graduates to garner their support for The Beach.

It sponsors various alumni programs, communication vehicles to inform alumni about their alma mater, and supports the University with departmental grants and student scholarships.

The Association is governed by a volunteer board of directors who serve as alumni ambassadors for the university, promote its mission, and reconnect alumni with the institution. Other volunteers assist with its other programs.

Membership dues for CSULB graduates and credential holders is a one-time \$49 fee. For non-graduates, including alumni who took CSULB classes but did not graduate, the fee is \$49 for the first year and \$25 annually thereafter.

The main benefit for members is to keep informed about their alma mater through its magazine "Beach Connection" and e-communicues. In addition, members have access at all CSU libraries (check with campus library for alumni benefits), discounts at the Carpenter Performing Arts Center events and home 49er athletic games, discount on rental of the Earl Burns Miller Japanese Garden, and access to various group insurance policies (medical, home, auto, life, etc.). Alumni also can access the CSULB Career Development Center at no cost for one year after graduation and an annual fee thereafter.

For more information about the CSULB Alumni Association, check the website at www.csulb.edu/alumni or call 562.985.5252.

Giving at the Beach

Beach Fund

Though CSULB is a publicly supported institution, generous contributions to the Beach Fund are critical to keeping the University thriving. Supporting the Beach Fund allows the President and Deans to address the ongoing, immediate needs of the University. Contributions to all

areas enhance state support and student fees to provide all students with access to a quality education. Such areas most impacted by your support are:

- Student Success and Access
- Teaching and Discovery
- Creativity and Innovation
- Science and Technology
- Global and Community Engagement

None of these successes can be accomplished with state funding alone. More than 20,000 alumni, parents and friends of the University contribute to the Beach Fund each year. Gifts to the Beach Fund make it possible for our gifted students to earn the lifelong benefits of a quality CSULB education and protect the value of degrees already earned. Please feel free to contact the Office of Annual and Special Giving by phone at (562) 985-5294 or via email at BeachFund@csulb.edu.

MyBeach Senior Class Experience

The MyBeach program, housed within the Alumni Association, provides graduating CSULB seniors with an engaging experience during their last year at the Beach. This is created through event programming, the promotion of Beach Pride, and starting a tradition of giving back to CSULB through the Alumni Association.

The Senior Giving Campaign, housed in the Beach Fund, allows current CSULB student fundraisers to reach out to our soon-to-be-grads to introduce them to a tradition of giving back, starting with the Senior Class Campaign.

GRADUATE DEGREES AND OTHER POST BACCALAUREATE STUDIES

Vice Provost for Academic Affairs and Dean of Graduate Studies

Cecile Lindsay

Graduate Studies

A student who plans to become a candidate for a master's degree must hold a bachelor's degree from a regionally accredited institution or have completed equivalent academic preparation at a foreign university as determined by the appropriate campus authority. The student must have completed undergraduate course work substantially equivalent to that required at California State University, Long Beach in the discipline of intended graduate study, or must be prepared to undertake additional work to make up any deficiency. Most graduate degree programs are based upon preparation in the discipline at the undergraduate level. Undergraduate preparation is considered adequate if a candidate has met the upper-division requirements of this University for a bachelor's degree in the subject matter area of the master's degree program. Refer to specific departments for detailed requirements of each degree program. The following graduate degrees are offered:

Master of Arts Degree in:

- Anthropology
- Applied Sociology
- Art
- Asian Studies
- Communication Studies
- Dance
- Economics
- Education
- English
- Family and Consumer Sciences
- French and Francophone Studies
- Geography
- German
- Global Logistics
- History
- Italian Studies
- Kinesiology
- Linguistics
- Music
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Spanish
- Speech-Language Pathology

Master of Business Administration

Master of Business Administration / Master of Fine Arts in Theatre Management

Master of Fine Arts Degree in:

- Art
- Creative Writing
- Dance
- Theatre Arts

Master of Music

Master of Public Administration

Master of Public Health

Master of Social Work

Master of Science in Nursing/Master of Public Health

Master of Science Degree in:

- Accountancy
- Aerospace Engineering
- Applied Statistics
- Biochemistry
- Biology
- Chemistry
- Civil Engineering
- Computer Science
- Counseling
- Criminology and Criminal Justice
- Electrical Engineering
- Emergency Services Administration
- Engineering
- Geographic Information Science
- Geology
- Gerontology
- Health Science (discontinued)
- Health Care Administration
- Kinesiology
- Mathematics
- Mechanical Engineering
- Microbiology
- Nursing
- Nursing/Health Care Administration
- Nutritional Science
- Professional Physics
- Psychology
- Recreation Administration
- Science Education
- Special Education
- Supply Chain Management

Ed.S. in School Psychology

Ed.D. in Educational Leadership

Ph.D. in Engineering and Industrial Applied Mathematics

(awarded jointly with Claremont Graduate University)

Doctor of Nursing Practice

DPT in Physical Therapy

Certificate Programs and Graduate Study

Students, whether graduates of CSULB or of another accredited institution, may complete the requirements for and be awarded certificates while in graduate standing. Certificate programs are of two types: baccalaureate certificates which may be taken concurrently with or following the award of the baccalaureate degree, and graduate certificates which require post-baccalaureate standing. The graduate certificates are listed below, with the department responsible for each certificate indicated in parentheses.

Graduate certificate programs require at least 18 units of course work, of which at least 12 units must be at the 500- or 600-level. Courses taken to fulfill the requirements for the master's degree may also be applied to certificate requirements, if the certificate program permits, but such overlap may not exceed 15 units. Courses in directed research, directed reading, internship, and independent study may comprise no more than 3 units of a graduate certificate program. Thesis and student teaching may not be used on the program. Extension and/or transfer credit may comprise no more than one-sixth of the course work used to meet graduate certificate requirements. A grade-point average of at least 3.0 must be maintained in the graduate certificate program's course work. All courses used to complete the requirements of a graduate certificate must be completed within a five-year period from the date of the initial course work.

If you wish to pursue a graduate certificate program, you should review the course requirements given in the department course listings of this catalog. You should notify the relevant department of your intention to pursue a certificate program as early as possible so as to receive early advisement on the program.

Certificates

Applied Disability Studies (Advanced Studies in Education and Counseling)
Community College (Educational Leadership)
Health Care Administration (Health Care Administration)
Latino Health and Nutrition Studies (Health and Human Services)
Museum Studies (Art)
Nurse Education (Nursing)
Nurse Practitioner (Nursing)
Public Management Analysis
(Public Policy and Administration)
Public Sector Employer-Employee Relations and Personnel Management (Public Policy and Administration)
Public Sector Financial Management
(Public Policy and Administration)
Reading Certificate (Teacher Education)
Teaching English to Speakers of Other Languages
(Linguistics)

Graduate and Post-Baccalaureate Admission Requirements

Applicants must meet the minimum university requirements for admission as well as the standards

established by the program. Exceptions to the minimum university requirements can only be granted by the Dean of Graduate Studies based on the recommendation of the program faculty. The offer of admission may be 'provisional' if requirements are in progress at the time of admission that must be completed prior to enrollment in the program (e.g., earning a Baccalaureate degree). Failure to meet the terms of the admission offer may result in the rescission of the offer.

To meet the minimum requirements for admission to graduate and postbaccalaureate studies at CSULB, a student shall at the time of enrollment: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; and (3) have attained an acceptable grade-point average in any of the following ways: (a) hold an advanced degree; (b) hold a baccalaureate degree with a cumulative GPA of at least 2.5 (A = 4.0); (c) hold a baccalaureate degree with a GPA of at least 2.5 in the last 60 semester (90 quarter) units attempted. Lower-division courses or courses taken in extension (except in adjunct enrollment at CSULB in the upper-division level) after obtaining the baccalaureate degree will be excluded from the calculation.

Students in the process of completing a baccalaureate degree may be admitted on a provisional basis, subject to proof of degree completion by the established deadline, if their cumulative GPA is at least 2.7 or if the GPA in their last 60 semester or 90 quarter units are calculated at 2.5 or higher.

For information on the specific requirements for admission to a given program, see the catalog section for that program.

These and other CSU admissions requirements are subject to change as policies are revised and laws are amended. The CSU website, www.calstate.edu and the CSU admissions portal www.csumentor.edu are good sources of the most up-to-date information.

Graduate Standing — Conditionally Classified

Admission to Conditionally Classified Standing: Applicants who show promise of success but who have deficiencies in prerequisite preparation which, in the opinion of the program faculty, can be met by specified additional preparation, including qualifying examinations, may be offered admission with a Graduation Standing of "Conditionally Classified" on a space available basis. The academic unit granting the degree must notify the applicant of the specific preparation required, including minimum grades and the time frame for completion, within two weeks of the University offer of admission. Prerequisites should normally be completed in two semesters. Requests to allow a student longer than two semesters must be approved in advance by the Dean of Graduate Studies.

Graduate Standing — Classified

Admission to Classified Standing: Applicants who satisfactorily meet the professional, personal, scholastic, and other standards for admission to the graduate degree curriculum, including qualifying examinations, are admitted with a Graduate Standing of "Classified."

Academic unit(s) granting the degree(s) are required to monitor the progress of students in "Conditionally Classified" status each term. Upon the successful completion of the

identified preparation, the academic unit granting the degree must notify Enrollment Services and the student that they have earned a Graduate Standing of "Classified." If the student fails to complete the required preparation within the timeframe established, the student may be immediately dismissed from the program. The academic unit granting the degree may grant additional time based on special circumstances with the approval of the Dean of Graduate Studies. The academic unit granting the degree must notify the student and Enrollment Services of the decision to dismiss for failure to achieve "Classified Standing" in a timely manner.

Post-Baccalaureate Standing — Classified

In this status a student is eligible to enroll in a credential or certificate program, provided that such additional professional, personal, scholastic, and other standards, including qualifying examinations, as may be prescribed for the particular credential or certificate program by the appropriate campus authority, are satisfied.

Admission to the University

For admission requirements, see the Admission section of the catalog.

Requirements for Master's Degree

Applicants with a baccalaureate degree may gain admission to CSULB as a graduate student with either conditionally classified or classified status. Once admitted to CSULB in a graduate degree program, a student retains catalog rights for both the general university requirements and the specific requirements of the degree program unless the student breaks continuous enrollment. Breaking continuous enrollment severs catalog rights for both the university and program.

The receipt of a master's degree involves four major steps:

1. Admission to CSULB and the academic unit granting the degree (department, college, etc.) as either a conditionally classified or classified graduate student;
2. Completion of the requirements to achieve classified status if admitted in conditionally classified status;
3. Preparation of a program of study and advancement to candidacy; and
4. Fulfillment of all remaining requirements for the degree, major, and option, if any, resulting in graduation.

For more information, please see University Regulations Governing the Master's Degree.

Admission to a Department as a Graduate Student

In order to pursue a credential certificate or master's degree, students must be accepted by the department or college offering the program. In some instances (see specific department listing) this process may require supplemental application to the department or college. Following review, the department or college will determine whether or not a student meets its requirements for admission to its degree program. Departments or colleges that receive more applications from qualified students than the number of graduate spaces they have available will admit students in priority order based on the strength of candidates' qualifications.

If space is available, a student who is admissible to the

University but who does not meet program requirements for admission may nevertheless be accepted as a conditionally classified graduate student by the department or college offering the program, subject to the provision that all remaining admission requirements of the program must then be fulfilled after enrollment.

Special Action

In rare and compelling circumstances, an applicant who doesn't qualify for admission under the previous provisions may be admitted by special action if on recommendation of the appropriate faculty of the department/college concerned and in the judgment of the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee there exists acceptable evidence that the applicant possesses sufficient academic, professional, and other potential pertinent to her/his educational objectives to merit such action, as shown through aptitude scores, recent academic performance, and experiential background.

Graduation Writing Assessment Requirement (GWAR)

As a requirement for advancement to candidacy, all graduate students must demonstrate upper-division competency in academic writing in English by fulfilling the GWAR. A new GWAR policy was adopted in Spring 2012, and under this new policy all students are required to complete a writing placement test and complete the appropriate GWAR pathway based on the score received on that test. Beginning in Fall 2016, the GWAR Placement Exam (GPE) replaces the previous placement test, the Writing Proficiency Exam (WPE). All students, regardless of their admission dates, who have not taken the placement test prior to Fall 2016, will be required to take the GPE. WPE scores attained by students who were admitted prior to Fall 2016 will continue to be used for placement purposes, and students who completed the WPE are not required to complete the GPE. Students are permitted to take the placement test only once unless they are approved to take it a second time by a GWAR advisor.

Graduate students are required to take the writing placement test, except that students who have previously (1) received degrees from accredited colleges and universities in the United States; or (2) received degrees from an accredited non-US institution located in a country where English is a primary language of communication; or (3) attained an appropriate score on the analytical writing component of an approved test are exempt from the writing assessment test.

Beginning Fall 2013, these exemptions are automatically noted on students' records at the time of admission. Graduate students who are not exempt under one of the provisions above will either self-place into a low- or mid-range pathway in consultation with a GWAR advisor or take the placement test in their first semester of enrollment. Students admitted prior to Fall 2013 who believe they may be eligible for one of the exemptions listed above may submit a Graduate Student Petition to Satisfy the CSULB GWAR to Testing, Evaluation & Assessment, BH-216. The petition form is available at BH-216 or at www.csulb.edu/testing.

Graduate students who are not exempt from the writing placement test must fulfill the GWAR by one of the following pathways based on their score on the test:

1. Students who are exempt from the placement test and students who receive scores of 11 or higher on the

writing placement test are required to successfully meet any writing requirements specified by the student's department.

2. Students who receive scores of 8, 9, or 10 on the placement test are required to complete a GVAR portfolio course with a grade of "C" or better, including the submission of a portfolio that earns a passing score; and successfully meet any writing requirements specified by the student's department.
3. Students who receive scores of 7 or lower on the placement test will be required to successfully complete English 301A with a grade of "C" or better; subsequently complete a GVAR portfolio course with a grade of "C" or better, including the submission of a portfolio that earns a passing score; and meet any writing requirements specified by the student's department.

Students who receive scores lower than 11 on the placement test are required to begin the pathway within two semesters of taking the test and must enroll in an appropriate GVAR course each semester until satisfactory completion of the pathway. Registration may be prevented for students not complying with timely completion of the GVAR requirement. Students will be permitted to appeal to complete requirements concurrently if required for timely advancement to candidacy. Appeals will be reviewed by the Dean of Graduate Studies or designee.

GVAR Advising & Testing

Students who have questions about their next step or who need help selecting an appropriate GVAR portfolio course should schedule an appointment with a GVAR advisor in the University Center for Undergraduate Advising, 103 Horn Center (562-985-7378). Information about the GVAR is available at www.csulb.edu/gvar. Graduate students should also visit their graduate faculty advisors in their first semester to determine if additional departmental or program writing requirements apply to their advancement to candidacy.

Students who attempted the WPE once prior to Fall 2010 may attempt the placement test a second time or enroll in an appropriate GVAR course and submit a portfolio for assessment. Students are not permitted to take the placement test more than two times. Graduate students must satisfy the GVAR before they will be advanced to candidacy. (Advancement to candidacy requires satisfying the GVAR and satisfactorily completing six or more semester units in residence while earning a 3.0 GPA or greater.)

Students can register for the placement test online at www.csulb.edu/testing. Students must pay a fee each time they take the test to cover the costs of test administration and scoring. Testing, Evaluation & Assessment offers three hour workshops one to two weeks prior to each test date. Information about these workshops, test dates, and related services is available at BH-216 or at www.csulb.edu/testing.

The GVAR and Registration Holds

If graduate students neglect to attempt the WPE in their first semester of residency, CSULB will place a hold on their privilege to register for classes. Students must register for and take the WPE to release these registration holds.

Students with compelling reasons can request deferrals

at Testing, Evaluation & Assessment, BH-216. In certain circumstances, students, with help from their faculty or staff advisors, may submit an appeal or contract to release a registration hold temporarily.

If students fail to comply with requirements to enroll in a GVAR course, CSULB will place a hold on their privilege to register for classes. Students must meet with a GVAR advisor to release these registration holds.

Graduate Research Fellowship

The Graduate Research Fellowship is awarded by CSULB faculty to students who show potential for success in scholarly and creative activity and an interest in advanced study. Interested students should contact the office of their college dean for information on the nomination process.

Graduate Study in the International Programs

Students planning to participate and receive unit credit toward a master's degree in an International Program should consult with the graduate advisor in the department of their major and college dean or director of graduate studies before entering the degree program.

Graduate students who have not been admitted to candidacy for a master's degree and who participate in the International Programs may, upon their return to California State University, Long Beach, petition to have six units earned as resident credit in the International Programs included on their official student program for the master's degree. In no case may excess grade points earned in the International Programs be used to bring a grade-point deficiency at California State University, Long Beach to the required 3.0 (B) average.

Students admitted to candidacy for a master's degree who plan to participate in the International Program of Studies must obtain permission, prior to beginning their study abroad, to have units earned abroad applied toward satisfaction of their degree requirements. A candidate's petition to apply units earned abroad must be reviewed and recommended by the department offering the degree. The specific courses to be taken on the foreign campus, thesis research which is to be done abroad, or any other requirements such as examinations to be taken upon the student's return must be listed on the official student program. Usually no more than six units of credit may be transferred to apply toward the minimum 30 units for an advanced degree as a result of participation in the International Program of Studies, but a maximum of 12 units may be allowed by the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee in consultation with the University Graduate Council in a special case.

A copy of the candidate's graduate student program must be forwarded to the Resident Director for the foreign area, who must certify that any credit earned abroad is appropriate to meet graduate degree requirements.

Pending the faculty's evaluation of the student's work, a Report Delayed (RD) grade will be assigned in all courses in which work was completed abroad and which are offered to satisfy requirements toward an advanced degree.

Change of Objective

Evaluation of credits transferred to the University is based in part upon the objective indicated on the application for admission. Candidates desiring a change in graduate objective to a discipline different from that indicated on the original application must reapply to the University. Reapplication requires the submission to the Office of Enrollment Services of a newly completed Graduate and Postbaccalaureate Admission form and payment of the associated fee. The proposed new graduate department or program will review the application and notify Enrollment Services of its decision. Students who are admitted to a new discipline must then seek approval of their official student program and advancement to candidacy, using the procedures indicated below under "The Program" and "Advancement to Candidacy." Students who are not admitted to a new discipline have the option of continuing to pursue their original objective.

The only exception to the procedures described in the preceding paragraph is for students seeking to change from one degree program to another degree program within the same discipline (for purposes of this regulation, all options offered by the College of Education are considered to be part of a single discipline). In such cases, candidates must obtain department approval, asking the department to request the program change from Enrollment Services. Requests are considered on a case-by-case basis. If granted permission, candidates must then seek approval of their official student program and advancement to candidacy, using the procedures indicated below under "The Program" and "Advancement to Candidacy."

Withdrawal from the Degree Program

If a student wishes to resume graduate study after withdrawal, the student must reapply to the University and to the graduate program. If admitted, the student must be readvanced to candidacy and the department or college may determine that the student's graduate program should be changed.

University Regulations Governing the Master's Degree

General

The following regulations apply to all graduate degree programs. Specific academic and curricular requirements of individual degree programs are given in the departmental listings of this catalog.

In addition to whatever additional requirements a particular degree program has, all candidates for a master's degree must complete the requirements listed below:

1. Maintain a cumulative, graduate, grade-point average of 3.0 calculated on all upper-division and graduate-level coursework attempted by the candidate at CSULB after completion of a baccalaureate degree. Exceptions to the 3.0 cumulative, graduate, grade-point average may be made only on the recommendation of both the departmental faculty offering the degree and the college dean or designee and approval by the Dean of Graduate Studies or designee.
2. Maintain at least a 3.0 average in all the courses listed on the program of study.
3. Obtain a minimum grade of C for a course to count in a program of study. Academic unit(s) granting the degree(s) may require higher minimum grades for specifically indicated courses. A student may retake a course once in order to achieve a minimum grade. A grade for a course taken the second time may satisfy a minimum grade requirement but shall not replace the grade previously earned in the course on the student's transcript.
4. Make progress towards timely completion of the degree as determined by any milestones that the academic unit granting the degree may have established in writing and communicated to its students. Students failing to make satisfactory progress may be placed on administrative academic probation. Department Chairs or Associate Deans must notify students in writing or via email that they have been placed on administrative academic probation.
5. Complete all required courses on the program of study, which must contain a minimum of 30 units in upper-division and graduate courses. Some degree programs require additional units. Student teaching may not be included in any master's degree program.
6. Complete at least seventy percent (70%) of the required units in the degree program at CSULB in matriculated status or as approved graduate credit earned as a senior. At the option of the department offering a master's degree, a graduate student may use credit taken at CSULB in non-matriculated status or approved transfer credit toward up to thirty percent (30%) of the units of the program of study. Units applied towards a previous undergraduate degree cannot be transferred for credit towards a master's degree. The academic unit granting the degree may waive units and course requirements provided the minimum thirty-unit requirement is met in accordance with Title V.
7. Complete at least seventy percent (70%) of the minimum units required for the program of study in courses at the 500 and 600 levels, including double-numbered courses (400/500). At least fifty percent (50%) of the units required for the degree shall be in courses organized primarily for graduate students.
8. Complete a thesis or project subject to all requisite approvals or pass a final, comprehensive examination. Some programs require both a final comprehensive examination and either a thesis or project. Others allow students a choice between a thesis option and a non-thesis, comprehensive examination option. Failure of either the comprehensive examination or thesis/project requirement is failure of both options. In other words, a student failing the comprehensive examination may not proceed to the thesis or project option or vice versa. Once a student has completed a semester of enrollment toward fulfillment of either the comprehensive examination or thesis option,

the student may not change from one option to the other without the approval of the graduate advisor, the department chair, and the appropriate dean or designee.

9. Complete all requirements of the degree program within seven (7) years of the date the student initiated the program (i.e., the date [semester] when the student first completed a course appearing on the student's program of study). The Dean of Graduate Studies or designee may grant an exception to this requirement if warranted by individual circumstances and if the student re-validates the outdated work by re-taking the course, passing a comprehensive examination in the relevant course or subject field work, or fulfilling such other demonstrations of competence as may be prescribed by the department in its approved policy on revalidation.
10. Maintain continuous enrollment every spring and fall semester by registering in a course or in GS 700 or having received an approved educational leave. Registration in GS 700 is restricted to graduate students who have completed all course work, have been advanced to candidacy, and have departmental approval. Registration in a course or in GS 700 also is required in winter or summer session if that is when a student plans to graduate. Registration in GS 700 is CR/NC only.

Concurrent Master's Degree

Currently matriculated, post-baccalaureate students may enroll concurrently in a second master's degrees program. Rather than sequentially completing one degree first and then the other, the student's time and the university's resources may be conserved by arrangements that permit the student to proceed in a coordinated way toward completion of the two graduate degree programs simultaneously. The two degree programs may reside in separate academic units or the same academic unit. To protect the integrity of the university's degrees, the following conditions must be satisfied to award concurrent master's degrees:

1. The student must complete all prerequisites for the concurrent master's degree prior to seeking approval to declare that concurrent master's degree;
2. A student wishing to pursue a concurrent master's degree must first seek the approval of the graduate academic unit granting the student's first master's degree program to declare the additional master's program;
3. If the student's current graduate academic unit agrees that the additional master's may be appropriate and feasible the academic unit(s) granting the degrees would collaborate to develop a plan to allow completion of both degrees;
4. Each degree in a concurrent program must meet the 30 unique unit minimum. Units beyond the 30 unique unit minimum may be shared between concurrent degrees.

If the academic unit(s) granting the degrees are successful in developing a plan to allow completion of both degrees, the Dean of Graduate Studies or his/her

designee(s) must approve the plan before the student can begin work on the additional master's degree while still enrolled in the initial degree program. The decision whether to approve the student's request should be based on:

1. The extent to which the additional master's program would form a coherent intellectual whole with the initial program;
2. The number of units already completed in the initial master's degree program and student's academic performance in that coursework;
3. The feasibility of the plan to complete the degrees in a timely manner (i.e., without violating either the "seven-year rule" or any timely completion policies of individual master's degree programs);
4. Any additional criteria the Dean of Graduate Studies finds relevant to the decision in any particular case.

The student is considered formally admitted only to the initial master's degree program. If the student wishes to discontinue the initial program in favor of the added program they must reapply to the university and the plan to complete both degrees would no longer be valid.

Regardless of the number of units approved for "sharing" between two master's degree programs, students must complete distinct culminating activities for each degree (e.g., a comprehensive exam for each of the two degrees; two different theses or projects; one comprehensive exam and one thesis or project).

Academic units that believe pursuing concurrent master's degrees would be beneficial to their students may establish formal cooperation agreements with the approval of the Dean of Graduate Studies. Students would still need to fulfill the requirements listed above, but the process for entering the additional master's program would be streamlined.

Second Master's Degree

Students who have graduated with or who are about to graduate with a master's degree from CSULB or any other regionally accredited university may apply for a second master's degree in a different program.

CSULB will grant advancement to candidacy for the second degree only after the first degree has been awarded. All candidates for a second master's degree must meet the following requirements:

1. Meet all admission requirements of CSULB and the academic unit granting the degree;
2. Complete all general requirements for a master's degree at CSULB not already completed as well as all specific requirements for the new degree program. Units applied towards a previously completed degree cannot be transferred for credit towards a second master's degree. The academic unit(s) granting the degrees may waive units and course requirements provided the minimum 30 unique unit requirement is met.
3. Earn, after the awarding of the first master's degree, a minimum of 21 units of graduate residence credit at CSULB, including the minimum of 500 and 600 series units mandated by the academic unit in which the student is earning the second master's degree.

The Program

A student must consult with the graduate advisor for the degree program to prepare a tentative program of study. After completing prerequisites and other requirements, the student must formulate an official program of study and then apply for advancement to candidacy.

Many departments will assign the student a faculty advisor with whom the student must also consult about preparing a program of study; other departments utilize their graduate advisors for this purpose. Either the faculty or graduate advisor will assist the student in preparing a program of study. Many departments will also require a special committee to advise a student, especially when either a thesis or project is involved. The program of study must be approved by the student's department and either the college dean or designee. Once approved, a student's program of study may not be changed without the express consent of all parties involved.

The student program must list the following:

1. Courses required for removal of undergraduate deficiencies;
2. All courses taken prior to advancement to candidacy which are to apply toward the 30-unit minimum;
3. Required courses;
4. Elective courses.

The official student program, when approved, serves as the basis for the Office of Enrollment Services' graduation audit which is required before the degree can be granted. Students who have not been advanced to candidacy are subject to all changes as published in the *CSULB Catalog*, Policy Statements, and certifications.

Graduate student programs may be revised as the student advances toward the degree. Such revisions must be recommended by the faculty advisor and approved by the departmental graduate advisor and the college dean or director of graduate studies.

Advancement to Candidacy

Advancement to candidacy is the next step after achieving classified status. Advancement to candidacy also signifies approval of a plan of study by the student's major department and college.

The requirements for advancement to candidacy are:

1. Attainment of classified status as a student in a graduate program at CSULB;
2. Fulfillment of the Graduation Writing Assessment Requirement (GWAR);
3. Approval by the student's department and college of a program of study (see above);
4. Completion with a minimum GPA of 3.0 of at least six units of courses required on the student's program of study;
5. A cumulative, graduate, grade-point average of at least 3.0 calculated on all upper-division and graduate-level coursework attempted by the student at CSULB after completion of a baccalaureate degree;
6. Satisfactory completion of any assessments of competence that the department may require.

CSULB will advance to candidacy all graduate students

when the above requirements have been successfully completed. In most instances, advancement to candidacy should occur no later than the end of the second semester of matriculation and must occur no later than one semester or session prior to the semester or session in which the student expects to graduate. It must occur prior to a student filing a request to graduate with Enrollment Services. Normally, a student is eligible and should file for advancement to candidacy for the semester immediately after fulfilling the requirements for advancement to candidacy listed above. All students must consult with their graduate advisor regarding advancement to candidacy as well as to determine any departmental requirements to graduate from CSULB.

An approved graduate student program remains in effect so long as a candidate is making satisfactory progress and does not withdraw from CSULB. To ensure minimum satisfactory progress toward the degree objective, the student must enroll every fall and spring semester or be on approved educational leave and complete all degree requirements within seven years after completion of the first course on the student's program.

Prior to advancement to candidacy, the student may change degree program or options within the same department with faculty approval. Students wishing to change to a degree program in a different department must file a new application for admission. If admitted to the new discipline, the student must then follow all the steps indicated above for obtaining approval of a new student program and advancement to candidacy.

A student entering military service after having been admitted to candidacy for an advanced degree will be considered as not having withdrawn from candidacy, provided that the student is enlisted or called to active duty during a semester in which he/she is enrolled or not more than one semester thereafter and then enrolls in courses toward her/his degree within one calendar year of the date of her/his release from service.

Students who have been advanced to candidacy and absent themselves from the University on educational leave will be considered as not having withdrawn from candidacy for an advanced degree, provided the terms of the educational leave are fulfilled.

A department or college recommends a student for advancement to candidacy by forwarding a graduate student program for approval to the college dean or director of graduate studies. After the student's program has been processed and approved, a copy of the completed student program and a letter advancing the student to candidacy will be mailed to the candidate, with copies filed with the department or college and the Office of Enrollment Services.

A student must be enrolled in the semester or summer session in which advancement to candidacy takes place, and this must occur no later than one semester or summer session prior to completion of course requirements. Normally, a student is eligible and should file for advancement to candidacy after completing six units of graduate coursework for the graduate degree program with a 3.0 grade-point average.

Election of Regulations

Graduate students will be held responsible for the regulations governing master's degrees in effect at the time of admission. A change in master's degree objective or readmission to a graduate degree program following withdrawal requires that a new student program be filed under the current graduate policies as published in the latest edition of the catalog.

Teaching Associateships and Graduate Assistantships

Many CSULB departments have Teaching Associate (TA) and/or Graduate Assistant (GA) positions available for qualified graduate students. Students should check in department offices or on the campus website for more information.

Final Comprehensive Examination

Each academic unit granting degrees requiring a final, comprehensive examination determines the content of the examination. Such examinations may be written or oral or both. A faculty committee shall represent the academic unit granting the degree in preparing the questions, administering the examination, and scoring the results. Through the comprehensive examination, the faculty provides an opportunity for the master's degree candidate to demonstrate analytic ability and knowledge of the discipline. Students may not enroll for courses in preparation for the comprehensive examination or take the comprehensive examination unless they have been advanced to candidacy for the master's degree or unless advancement to candidacy will occur in the semester in which the enrollment takes place.

An academic unit granting the degree may allow a candidate who has failed the final, comprehensive examination to take it a second time, and the student should contact the departmental graduate advisor for specific procedures for the second attempt. In order for CSULB to award a candidate the master's degree for a particular semester, the department must report the results of the comprehensive examination to Enrollment Services prior to the end of that semester.

Theses and Projects

A student may enroll for thesis or project units (courses usually numbered 698 or 699) only when that student has attained candidacy status for the degree or when advancement to candidacy will occur in the semester of initial enrollment in thesis or project units. CSULB will award a minimum of three and a maximum of six semester units for the successful completion of a thesis or project.

All thesis or project units must be specified as either credit/no credit only or letter grade only by the department. If a department selects the letter grade option the student must earn at least a B.

Theses and projects submitted in partial fulfillment of the requirements for a graduate degree at this University shall meet the following definitions established by the Trustees of the CSU.

A thesis is a written product of the systematic study of a significant problem. It clearly identifies the problem,

states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis will be required.

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation. An oral defense of the project may be required.

Students are responsible for understanding the definition of a graduate thesis as outlined above and must follow the format guidelines prescribed by the University and department in which the thesis is completed.

Thesis Committees

A student's thesis committee shall consist of at least three members qualified in the areas relating to the thesis. At least two shall be full-time faculty members at CSULB, one of whom must be tenured or tenure-track. The chair of the thesis committee must be a tenured or tenure-track faculty member from a department authorized to offer a graduate degree. The thesis committee must be approved by the department chair and the graduate or thesis advisor. Normally the chair of the committee also serves as thesis director, but this is not necessarily so. The thesis director must be a person qualified in the specific area of the thesis, but need not be a tenured or tenure-track faculty member. The committee shall be responsible for the guidance of the student throughout the thesis effort. Any change in the composition of the committee requires justification and must be approved by the appropriate department graduate advisor and college associate dean or director of graduate studies.

Thesis committee members will advise and direct students in their thesis work and ensure that the thesis meets the standards and definition of a thesis specified above.

Thesis committee members will determine the grade to be awarded for completion of the thesis; and by signing the thesis signature page, thesis committee members certify that they have determined that the thesis meets the required standards of scholarship, format, and style of the discipline.

When the thesis committee includes a thesis director who is not the chair of the committee, this person may be identified on the thesis approval page as "Thesis Director."

Thesis Committee Chairs

Thesis committee chairs will determine that the student has the proper preparation in terms of course work and research skills to pursue the proposed thesis.

In departments where this function is not carried out by graduate advisors, thesis committee chairs will advise the student in the selection of other members for the thesis committee, ensuring that the other members are appropriate to the proposed thesis effort.

Thesis committee chairs will be the major contact point with the student and will oversee the other committee members' work with the student.

Thesis committee chairs will assure that the editorial and format standards appropriate to the mechanical preparation of a thesis are followed.

Thesis committee chairs will establish guidelines for the student and timetables to be followed to ensure completion of the thesis in a reasonable time.

Thesis committee chairs will arrange for the oral defense of the thesis when required.

The thesis committee chair is responsible for canvassing the committee and reporting the grade agreed upon by its members. After the completed thesis has been reviewed by the University Thesis and Dissertation Office for conformance with prescribed format criteria and the approval page has been signed by the committee and by the dean or department chair, as appropriate, the final grade will be submitted.

Thesis and Dissertation Office

All theses must be acceptable for deposit in the University Library. The Thesis and Dissertation Office in University Library will verify that each thesis meets the format criteria prescribed by the department or degree program and by the University and that it meets all University procedural requirements for theses. Students should consult the University Thesis and Dissertation Office for information, advice, and assistance on the mechanics of preparing a completed thesis and should purchase a copy of *Master's Theses and Projects: Guide to Style and Format* (copies of this guide can also be checked out from the reserve desk in University Library). The Thesis and Dissertation Office also conducts periodic workshops on how to prepare a thesis or dissertation at CSULB.

Academic Probation and Disqualification

Graduate Students

For purposes of determining eligibility to remain at the University, both quality of performance and progress toward the student's objective will be considered. Eligibility will be determined by use of grade points and grade-point average.

Students who are enrolled in a graduate degree program in conditionally classified or classified standing will be subject to academic probation if they fail to maintain a cumulative grade-point average of at least 3.0 (as defined earlier under General Regulations Governing the Master's Degree) in all units attempted subsequent to admission to the degree program.

Every graduate student who has been advanced to candidacy must maintain a cumulative grade-point average of 3.0 and a grade-point average of 3.0 in all courses applicable to the degree. Candidacy for an advanced degree may be revoked if a student's cumulative grade-point average falls below 3.0 at any time. Students who become subject to dismissal from an advanced degree program will be notified of the action taken by the college associate dean for graduate studies or the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee.

Graduate and post-baccalaureate students are subject to disqualification if while on probation they fail to earn grades of sufficient quality to remove themselves from probationary status. Disqualification will bar such students from any further enrollment at CSULB.

Other Post-Baccalaureate Students

A post-baccalaureate classified student who fails to maintain a cumulative grade-point average of 2.5 on all units attempted at the University will be placed on probation.

A student on probation who, prior to the beginning of the next term, fails to attain a cumulative grade-point average of 2.5 on all units attempted at the University will be disqualified.

A student who is disqualified because of scholastic deficiency may petition the appropriate program authority for readmission only after an absence of two semesters or upon successful completion of summer session courses which remove the grade-point deficiency.

Petitions for readmission must indicate the reason for requesting readmission and must include a statement of any academic work successfully completed since disqualification or of any other activity which gives evidence in support of the petitioner's belief that readmittance is warranted. An application for admission and required transcripts, as well as the petition, must be submitted to the Office of Enrollment Services before the dates established by the University for filing applications.

Academic Credit

Credit/No Credit Grading

A graduate student may take courses at the 100/200/300/400 levels under the Credit/No Credit grading policy; however, no course in which a grade of "CR" has been assigned may be used to fulfill the requirements for a master's degree, except that the grade of "CR" may be permitted for master's theses or projects to a maximum of six units when the individual department has specifically designated Credit/No Credit grading for the thesis/project course in the department and for field work, practicum, and/or internship courses.

For graduate students, courses at the 300/400/500/600/700 levels require "B" level proficiency to merit award of the "CR" grade; at the 100/200 levels "C" level proficiency or better is required for award of the "CR" grade.

The option of Credit/No Credit grading for graduate students on 100/200/300/400-level courses is subject to specific regulations of the individual departments regarding their graduate students and regarding the authorization for this option intrinsic to the approved course. Otherwise, no limitation exists as to the number of courses taken under this policy.

Waiver of Course Requirement and Credit by Examination

No waiver of course requirements or credit by examination may be used to satisfy master's degree requirements. However, the following rules govern course waivers or credit by examination in satisfying prerequisites for admission to candidacy in any master's degree program.

Any candidate for a master's degree who believes that

previous training has provided adequate preparation in a certain area may request a waiver from the department concerned.

A candidate may also apply for course credit by examination, but only for prerequisite courses and not to satisfy any of the requirements for the master's degree. Requests for such examinations must be made to the department concerned and approved by the department chair. Credit by examination is restricted to courses published in the current CSULB *Catalog*. Please see Credit by Examination in the General Regulations section of this catalog.

All course credit by examination will be recorded as CR (Credit) and will not be included in calculation of grade-point averages; such credit may not be used to remove a grade of "D" or "F" in a course already attempted, nor may course credit by examination be granted for any course which is a prerequisite to one for which credit has already been received.

Graduate Studies 700

Maintain continuous enrollment every spring and fall semester by registering in a course or in GS 700 or having received an approved educational leave. Registration in GS 700 is restricted to graduate students who have completed all course work, have been advanced to candidacy, and have departmental approval. Registration in a course or in GS 700 also is required in winter or summer session if that is when a student plans to graduate. Registration in GS 700 is CR/NC only.

Academic Load

Nine units per semester is a normal academic load for a full-time graduate student engaged in study toward a master's degree. If a candidate wishes to exceed this limit, it should be discussed with the departmental graduate advisor. The maximum load for graduate students working toward a master's degree is 18 units per semester. Students who are employed full-time should not exceed six units per semester.

Graduate students who wish to register for more than one unit of credit per week of attendance during the summer session must secure advance approval from the college associate dean or director of graduate studies. Petition forms and information may be obtained in the college offices.

Honors for Graduate Students

Graduate Dean's List

The Graduate Dean's List provides for university recognition of its most outstanding graduate students. Candidates for this honor will normally have completed all the coursework applicable to their graduate student programs at this university. The annual list is limited to one percent of the university's graduate enrollment. Those honored will be named in the Commencement Program and will receive a certificate from the administrator in charge of graduate programs or designee.

Departmental Graduate Student Honors

In recognition of outstanding graduate student achievements, departments may honor graduating master's and doctoral degree candidates by special recognition in the annual commencement ceremonies. The number of honors awarded by a department shall be limited to three students or five percent of graduates, whichever is larger. Departmental honors are usually restricted to students not otherwise recognized by university or college awards. These honors are normally conferred for excellence in and contributions to the discipline, including outstanding seminar papers, artistic exhibitions, special achievements in fieldwork, and in university committees and functions, as well as participation in scholarly and professional organizations resulting from student research.

GENERAL POLICIES AND REGULATIONS

Election of Regulations for Degree Requirements (Catalog Rights)

Undergraduate students acquire “catalog rights” with respect to the requirements for a degree program by maintaining “attendance” continuously. This means that, if continuous attendance is maintained and the degree objective is not changed, students may choose to graduate under the requirements for the degree in effect 1) at the time they began the study in a California community college or another campus of The California State University, 2) at the time they entered CSULB, or 3) at the time of graduation from CSULB. Substitutions for discontinued courses may be authorized or required by the Dean of the College. Students who change their major, including changing from “undeclared” status to a defined degree objective or from one option to another option under the same degree, are governed by the degree major requirements in effect at the time of the change or declaration of major. Students who change majors are advised that some courses counted for General Education or double counted for General Education and a major may become unacceptable for General Education in connection with a new major. These students should check with the University Center for Undergraduate Advising or their major advisor.

The term “attendance” means, literally, attendance in a course for at least one semester (or quarter) unit credit in at least one semester (or two quarters) in a calendar year, culminating in a record of enrollment on the student’s official transcript. For the purpose of establishing catalog rights, the course must be at the baccalaureate or graduate level in a California Community College, a California State University, or a University of California campus. Enrollment resulting in a withdrawal (the grading symbols W, WE or WU) does not count as attendance in a course, therefore does not preserve “catalog rights.”

Once “catalog rights” are established, absence related to an approved medical, military or academic leave or for attendance at another accredited institution of higher education will not be considered an interruption of attendance, provided that the absence does not exceed two years (see Educational Leave).

Failure to remain in continuous attendance will mean that the student must meet the regulations current at the time of resuming the degree program or those applicable at the time of graduation. In addition, for graduate students, a failure to maintain continuous attendance means the automatic revocation of “candidacy” for the degree (advancement to candidacy) and of “catalog rights.”

Changes in Rules and Policies

Although every effort has been made to assure the accuracy of the information in this *Catalog*, students and others who use this *Catalog* should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules and policies adopted by the Board of Trustees of the California State University, by

the Chancellor or designee of the California State University, or by the President or CSULB designee. It is not possible in a publication of this size to include all of the rules, policies and other information that pertain to students, the institution, and the California State University. More current or complete information may be obtained from the appropriate department, college, or administrative office.

Nothing in this *Catalog* shall be construed as, operate as or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University, the Chancellor of the California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies that apply to students. This *Catalog* does not constitute a contract or the terms and conditions of a contract between the student and the campus or the California State University. The relationship of students to the campus and the California State University is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the Presidents and their duly authorized designees.

The Federal Military Selective Service Act (the “Act”) requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at <http://www.sss.gov>.

Information concerning the academic programs of CSULB may be obtained from the Office of the Provost, BH 303, at (562) 985-4128 and may include:

1. the current degree programs and other educational and training programs;
2. the instructional, laboratory, and other physical plant facilities which relate to the academic program;
3. the faculty and other instructional personnel;
4. data regarding student retention at CSULB and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest; and
5. the names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution’s accreditation, approval, or licensing.

Graduation Rates

Over 70% of students who begin CSULB as freshmen eventually earn baccalaureate degrees and 65% do so within six years. Over 85% of CSULB transfer students eventually earn baccalaureate degrees and over 79% do so within four years of transferring.

CSULB's current graduation rates are higher than most other public, comprehensive universities of similar large size, funding and student mix. CSULB graduation rates have been improving and the campus continues to work toward still more gains.

Graduation Rates for All Freshmen		
Starting Fall Cohort Term	6-Year Graduation Percentage	Estimated Eventual Graduation Percentage
2008	64.9	72.5
2007	60.0	70.6
2006	56.6	67.1
2005	53.3	64.7
2004	53.2	64.0
2003	53.5	64.0

Graduation Rates for All Transfer Students		
Starting Fall Cohort Term	4-Year Graduation Percentage	Estimated Eventual Graduation Percentage
2010	79.34	86.11
2009	77.6	85.8
2008	71.4	81.2
2007	69.1	78.9
2006	67.7	77.7
2005	68.0	77.2

Recent graduates who began as freshmen took an average of 5.19 years to complete baccalaureate degrees (for graduates whose degrees were awarded in the college year 2012-13). Among freshmen, time to degree is quicker for students who arrive well prepared academically, especially in math and English.

Recent graduates who began as junior transfers graduated in an average of 2.74 years (for graduates whose degrees were awarded in the college year 2012-13). Average time to degree is significantly longer for engineering. Among transfers, time to degree is quicker for students who have received good advising in a community college and who have completed proper major preparation courses. Some transfers at CSULB having taken more units than the transfer minimum and with courses that cannot be credited toward degrees.

College of Major	Average years to degree completion for students coming as freshmen	Average years to degree completion for students coming as transfers
Health and Human Services	5.23	2.58
Liberal Arts	4.48	2.42
Business Administration	5.02	2.84
Education	5.42	3.43
Engineering	5.56	3.63
The Arts	5.39	2.98
Natural Sciences and Mathematics	5.43	3.48

Completing a baccalaureate degree in a reasonable period of time is an important goal for students and parents. Baccalaureate degrees typically require 120-132 units (about 40-44 courses). Earning a 120-unit degree within four years requires full time attendance (15 or more units per semester) and is a "full-time job" that requires about 45 hours per week attending class and studying. Degrees in engineering, sciences and the arts generally require more courses and timely completion requires attending winter session, summer session and/or attending longer than four years. CSULB continues to work to reduce time to degree for freshmen and for transfer students.

CSULB has an obligation, under the federal Student Right-To-Know law, to provide information regarding graduation rates to prospective and current students. The "six-year freshman cohort graduation rate" describes the percentage of students who began as freshmen and completed degrees within six years at the same campus. Although important, this measure does not provide complete information, because some students take longer than six years to graduate, some come as transfer students, and some attend several undergraduate institutions before receiving baccalaureate degrees. The tables here show 6-year freshman and 4-year transfer cohort rates and estimated total eventual graduation rates for both freshmen and transfer students. Estimated eventual graduation rates are based on a methodology developed by the California State University system that takes into consideration the number of students still enrolled in good academic standing at the six-year point in time.

Accreditation

The University is accredited by the Western Association of Schools and Colleges (985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510-748-9001), the agency responsible for granting regional accreditation to colleges and universities in California, Hawaii, and Guam. It is accredited by the California State Board of Education and is on the list of approved institutions of the American Association of University Women. Additional information concerning University accreditation may be obtained from the Office of the Provost. Additional information concerning departmental accreditation may be obtained from the department concerned or the Office of the Provost.

- American Language Institute, CCPE – Commission on English Language Program Accreditation, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, phone: 703-519-2070
- Art – National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, Telephone: 703-437-0700, Fax: 703-437-6312, E-mail: info@arts-accredit.org
- Business Administration – ACSB International – The Association to Advance Collegiate Schools of Business (AACSB), 777 South Harbour Island Boulevard, Tampa, FL 33602, Phone: 813-769-6500, Fax: 813-769-6559, E-mail: jerryt@aacsb.edu, Web: www.aacsb.edu
- Biochemistry (undergraduate) – American Society for Biochemistry and Molecular Biology (ASBMB), 11200 Rockville Pike, Suite 302, Rockville, MD 20852, Phone 240-283-6640, Web www.asbmb.org
- Chemistry (undergraduate) – American Chemical Society, Committee on Professional Training, 1155 16th Street, NW, Washington, DC 20036, Phone: 202-872-4589
- Communicative Disorders (graduate) – American Speech-Language-Hearing Association, (ASHA) Council on Academic Accreditation in Audiology, and Speech-Language Pathology, 10801 Rockville Pike, Rockville, MD 20852, Phone: 301-897-0140, Fax: 301-571-0481, E-mail: ptice@asha.org, Web: www.asha.org/about/academia/accreditation/
- Dance – National Association of Schools of Dance (NASD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, Phone: 703-437-0700, Fax: 703-437-6312, E-mail: info@arts-accredit.org, Web: www.arts-accredit.org
- Design – National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, Telephone: 703-437-0700, Fax: 703-437-6312, E-mail: info@arts-accredit.org
- Dietetics (didactic program) – Accreditation for Dietetics Education (CADE-ADA), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, Phone: 312-899-4872, Fax: 312-899-4817, E-mail: bmitchell@eatright.org, Web: www.eatright.org/cade
- Education – National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036, Phone: 202-466-7496, Fax: 202-296-6620, E-mail: ncate@ncate.org, Web: www.ncate.org
- Engineering (undergraduate: Aerospace, Chemical, Civil, Computer, Electrical, Engineering Technology, Mechanical) – Accreditation Board for Engineering and Technology, Inc. (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202, Phone: 410-347-7700, Fax: 410-625-2238, E-mail: info@abet.org, Web: www.abet.org
- Family and Consumer Sciences – American Association of Family and Consumer Sciences (AAFCS), Council for Accreditation (CFA), 400 North Columbus Street, Suite 202, Alexandria, VA 22314, Phone: 703-706-4600, 800-424-8080, Fax: 703-706-4663, E-mail: gmcginnis@aafcs.org, Web: www.aafcs.org
- Health Care Administration – Association of University Programs in Health Administration (AUPHA), 2000 14th Street North Suite 780, Arlington, VA 22201, Phone: 703-894-0960, Fax: 703-894-0941, Web: www.aupha.org; Commission on Accreditation of Healthcare Management Education (CAHME), 2111 Wilson Blvd., Arlington, VA 22201, Phone: 703-351-5010, Fax: 703-991-5989, E-mail: info@cahme.org, Web: www.cahme.org; Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036, Phone: 202-887-6791, Fax: 202-887-8476, E-mail: jbutlin@aacn.nche.edu, Web: www.aacn.nche.edu/accreditation
- Health Science (graduate) – Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036, Phone: 202-887-6791, Fax: 202-887-8476, E-mail: jbutlin@aacn.nche.edu, Web: www.aacn.nche.edu/accreditation; Council on Education for Public Health (CEPH), 1015 15th Street, NW, Washington, DC 20005, (202) 789-1050
- Journalism and Mass Communications-Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) Stauffer-Flint Hall, 1435 Jayhawk Blvd., Lawrence, KS 66045-7575, Phone: 785-864-3973, Fax 785-864-5225, Web: <http://www2.ku.edu/~acejmc/>
- Music – National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, Phone: 703-437-0700, Fax: 703-437-6312, E-mail: info@arts-accredit.org, Web: www.arts-accredit.org
- Nursing – Commission on Accreditation of Healthcare Management Education (CAHME), 2111 Wilson Blvd., Arlington, VA 22201, Phone: 703-351-5010, Fax: 703-991-5989, E-mail: info@cahme.org, Web: www.cahme.org; Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036, Phone: 202-887-6791, Fax: 202-887-8476, E-mail: jbutlin@aacn.nche.edu, Web: www.aacn.nche.edu/accreditation; Council on Education for Public Health (CEPH), 1015 15th Street, NW, Washington, DC 20005, (202) 789-1050
- Physical Therapy – American Physical Therapy Association (APTA), Commission on Accreditation in Physical Therapy, Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314, Phone: 703-706-3245, Fax: 703-838-8910, E-mail: accreditation@apta.org, Web: www.capteonline.org
- Public Policy and Administration – National Association of Schools of Public Affairs and Administration (NASPAA), Commission on Peer Review and Accreditation (COPRA), 1120 G Street NW, Suite 730, Washington, DC 20005, Phone: 202-628-8965, Fax: 202-626-4978, E-mail:

byrne@nasppa.org, Web: www.nasppa.org

- Recreation and Leisure Studies – National Recreation and Park Association/American Association for Physical Activity and Recreation, (NRPAA/AAPAR) Council on Accreditation, 22377 Belmont Ridge Road, Ashburn, VA 20148, Phone: 703-858-2150, Fax: 703-858-0794, E-mail: dtimmerman@nrpa.org, Web: www.councilonaccreditation.org
- Social Work – Council on Social Work Education (CSWE), Office of Social Work Accreditation and Educational Excellence, 725 Duke Street, Suite 500, Alexandria, VA 22314, phone: 703-683-8080, Fax: 703-739-9048, E-mail: dpierce@cswe.org, Web: www.cswe.org
- Theatre Arts – National Association of Schools of Theatre (NAST), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, Phone: 703-437-0700, Fax: 703-437-6312, E-mail: info@arts-accredit.org, Web: www.arts-accredit.org
- University Art Museum – American Association of Museums, Suite 200, 1225 Eye St., NW, Washington, DC 20005, phone: 202-289-1818

CSULB Principles of Shared Community

CSULB affirms the importance of democratic and transparent decision-making processes as a shared community. The University believes that all members of the University community have not only a right, but also a responsibility, to participate in the governance of this community. Therefore, the University is committed to providing an opportunity for all its members – faculty, students, staff, and administrators – to join in the decision making process either through direct participation or representative governance.

CSULB is committed to creating a community in which a diverse population of students and employees can learn and work while they share in creating an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual. (Policy 07-09)

CSULB Statement on Civility and Acts of Violence

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be

aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Nondiscrimination Policy

Race, Ethnicity, Color, National Origin, Genetic Information, Age, Religion, and Veteran Status

The California State University does not discriminate on the basis of race, color, ethnicity, creed, nationality, disability, medical condition, genetic information, gender/sex (including gender identity and gender expression), marital status, sexual orientation, age, genetic information, religion, as well as Veteran Status in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, the Director of campus Equity & Diversity, has been designated to coordinate the efforts of California State University, Long Beach, to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at: larisa.hamada@csulb.edu, 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-8256. CSU Executive Order 1097 (<http://www.calstate.edu/EO/EO-1097.pdf>) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Disability

The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Larisa E. Hamada, the Director of Equity & Diversity, has been designated to coordinate the efforts of California State University, Long Beach, to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to this person at: larisa.hamada@csulb.edu, 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-8256. CSU Executive Order 1097 (<http://www.calstate.edu/EO/EO-1097.pdf>) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Sex/Gender/Gender Identity/Gender Expression/ Sexual Orientation

The California State University does not discriminate on the basis of sex, gender, gender expression, gender identity or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Larisa E. Hamada, the Director of campus Equity and Diversity, has been designated to coordinate

the efforts of California State University, Long Beach, to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at: larisa.hamada@csulb.edu, 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-8256.

The California State University is committed to providing equal opportunities to CSU students in all campus programs, including intercollegiate athletics.

Title IX of the Education Amendments of 1972 protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and violence:

- Sexual discrimination means an adverse act of sexual discrimination (including sexual harassment, sexual violence, domestic violence, dating violence, and stalking) that is perpetrated against an individual on a basis prohibited by Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., and its implementing regulations, 34 C.F.R. Part 106 (Title IX); California Education Code §66250 et seq., and/or California Government Code §11135.
- Sexual harassment, a form of sex discrimination, is unwelcome conduct of a sexual nature that includes, but is not limited to, sexual violence, sexual advances, requests for sexual favors, indecent exposure and other verbal, nonverbal or physical unwelcome conduct of a sexual nature, where such conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the individual, and is in fact considered by the individual, as limiting the individual's ability to participate in or benefit from the services, activities or opportunities offered by the university. Sexual harassment includes submission to, or rejection of, where the conduct is explicitly or implicitly used as the basis for any decision affecting an individual's academic status or progress, or access to benefits and services, honors, programs, or activities available at or through the University. Sexual harassment also includes gender-based harassment, which may include acts of verbal, non-verbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
- Sexual violence is a form of sexual harassment and means physical sexual acts, such as unwelcome sexual touching, sexual assault, sexual battery, rape, domestic violence, dating violence, and stalking (when based on gender or sex) perpetrated against an individual against his or her will and without consent or against an individual who is incapable of giving consent due to that individual's use of drugs or alcohol, status as a minor, or disability. Sexual violence may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, or taking advantage of the other person's incapacitation (including voluntary intoxication). Men as well as women can be victims of these forms of sexual violence. Unlawful sexual intercourse with a minor (statutory rape) occurs even if the intercourse is consensual when the victim is under

18 years old, because the victim is considered incapable of giving legal consent due to age.

- Sexual Assault is a form of sexual violence and is an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person's gender or sex.
- Sexual Battery is a form of sexual violence and is any willful and unlawful use of force or violence upon the person of another because of that person's gender or sex.
- Rape is a form of sexual violence and is non-consensual sexual intercourse that may also involve the use of threat of force, violence, or immediate and unlawful bodily injury or threats of future retaliation and duress. Any sexual penetration, however slight, is sufficient to constitute rape. Sexual acts including intercourse are considered non-consensual when a person is incapable of giving consent because s/he is incapacitated from alcohol and/or drugs, is under 18 years old, or if a mental disorder or developmental or physical disability renders the person incapable of giving consent. The accused's relationship to the person (such as family member, spouse, friend, acquaintance or stranger) is irrelevant. (See complete definition of consent below.)
- Acquaintance Rape is a form of sexual violence committed by an individual known to the victim. This includes a person the victim may have just met; i.e., at a party, introduced through a friend, or on a social networking website. (See above for definition of rape.)
- Consent means an informed, affirmative, conscious decision by each participant to engage in mutually agreed-upon sexual activity.
- Consent must be voluntary, and given without coercion, force, threats, or intimidation.
Consent requires positive cooperation in a particular sexual act, or expression of intent to engage in that sexual act through the exercise of free will.
- Consent can be withdrawn or revoked. Consent to one form of sexual activity (or one sexual act) does not constitute consent to other forms of sexual activity (or other sexual acts). Consent to sexual activity given on one occasion does not constitute consent to sexual activity on another occasion. The fact that two people are or were in a dating or sexual relationship does not constitute consent to engage in sexual activity. There must always be mutual and affirmative consent to engage in sexual activity.
Consent to a sexual act may be withdrawn or revoked at any time, including after penetration. The victim's request for the perpetrator to use a condom or birth control does not, in and of itself, constitute consent. Once consent is withdrawn or revoked, the sexual activity must stop immediately.
- Consent cannot be given by a person who is incapacitated. For example, a person cannot give consent if s/he is unconscious or coming in and out of consciousness. A person is incapacitated if s/he lacks the physical and/or mental ability to make informed, rational judgments. Examples of incapacitation include unconsciousness, sleep and blackouts. Whether an intoxicated person (as a result of using alcohol or other drugs) is incapacitated depends on the extent to which the alcohol or other drugs impact the person's decision-making capacity, awareness

of consequences, and ability to make fully informed judgments. A person with a medical or mental disability may also lack the capacity to give consent.

- Being intoxicated by drugs or alcohol does not diminish a person's responsibility to obtain consent from the other party before engaging in sexual activity. Factors to be considered include whether the person knew, or whether a reasonable person in the accused's position should have known, that the victim did not give, or revoked, consent; was incapacitated; or was otherwise incapable of giving consent.
- Sexual intercourse with a minor is never consensual when the victim is under 18 years old, because the victim is considered incapable of giving legal consent due to age
- Domestic Violence is a form of sexual violence and is abuse committed against someone who is a current or former spouse, current or former cohabitant, someone with whom the abuser has a child, someone with whom the abuser has or had a dating or engagement relationship, or a person similarly situated under California domestic or family violence law. Cohabitant means two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to (1) sexual relations between the parties while sharing the same living quarters, (2) sharing of income or expenses, (3) joint use or ownership of property, (4) whether the parties hold themselves out as husband and wife, (5) the continuity of the relationship, and (6) the length of the relationship.
- Dating Violence is a form of Sexual Violence and is abuse committed by a person who is or has been in a social or dating relationship of a romantic or intimate nature with the victim. This may include someone the victim just met; i.e., at a party, introduced through a friend, or on a social networking website.
- Stalking means a repeated course of conduct directed at a specific person that places that person in reasonable fear for his/her or others' safety, or to suffer substantial emotional distress.
- See further information in CSULB's sexual violence prevention and education statement, Title IX Notice of Nondiscrimination (which includes facts and myths about sexual violence) and Victim's Rights and Options Notice, at http://www.csulb.edu/divisions/aa/catalog/current/general_policies/policy_sexual_assault.html.

Whom to Contact If You Have Complaints, Questions or Concerns

Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. Your campus Title IX Coordinator is available to explain and discuss your right to file a criminal complaint (for example, in cases of sexual violence); the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. ***If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.***

Campus Title IX Coordinator

- Larisa E. Hamada
- 1250 Bellflower Boulevard
University Student Union, Room 301
Long Beach, California 90840
- Phone: (562) 985-8256
Fax: (562) 985-5982
- 8:00 a.m. to 5:00 p.m.

University Police

- University Police Department
- 1250 Bellflower Blvd.
Long Beach, CA 90840
- (562) 985-4101

U.S. Department of Education, Office for Civil Rights

- (800) 421-3481 or ocr@ed.gov
- If you wish to fill out a complaint form online with the OCR, you may do so at: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

Title IX requires the university to adopt and publish complaint procedures that provide for prompt and equitable resolution of sex discrimination complaints, including sexual harassment and violence, as well as provide training, education and preventive measures related to sex discrimination. CSU Executive Order 1097 (<http://www.calstate.edu/eo/EO-1097.pdf>) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Except in the case of a privilege recognized under California law (examples of which include Evidence Code §§1014 (psychotherapist-patient); 1035.8 (sexual assault counselor-victim); and 1037.5 (domestic violence counselor-victim)), any member of the University community who knows of or has reason to know of sexual discrimination allegations shall promptly inform the campus Title IX Coordinator. (See confidential reporting options outlined below.)

Regardless of whether an alleged victim of sexual discrimination ultimately files a complaint, if the campus knows or has reason to know about possible sexual discrimination, harassment or violence, it must review the matter to determine if an investigation is warranted. The campus must then take appropriate steps to eliminate any sex discrimination/harassment, prevent its recurrence, and remedy its effects.

Safety of the Campus Community is Primary

The university's primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for sexual discrimination, harassment or violence; therefore, victims should not be deterred from reporting incidents of sexual violence out of a concern that they might be disciplined for related violations of drug, alcohol or other university policies. Except in extreme circumstances, victims of sexual violence shall not be subject to discipline for related violations of the Student Conduct Code.

Information Regarding Campus, Criminal and Civil Consequences of Committing Acts of Sexual Violence

Individuals alleged to have committed sexual assault may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline at the university. Employees may face sanctions up to and including dismissal from employment, pursuant to established CSU policies and provisions of applicable collective bargaining unit agreements.

Students who are charged by the university with sexual discrimination, harassment or violence will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see Executive Order 1098 at <http://www.calstate.edu/eo/EO-1098.pdf> or any successor executive order) and will be subject to appropriate sanctions. In addition, during any investigation, the university may implement interim measures in order to maintain a safe and non-discriminatory educational environment. Such measures may include: immediate interim suspension from the university; a required move from university-owned or affiliated housing; adjustments to course schedule; and/or prohibition from contact with parties involved in the alleged incident.

Confidentiality and Sexual Violence, Dating Violence, Domestic Violence and Stalking

The University encourages victims of sexual violence, dating violence, domestic violence, or stalking (collectively sexual violence) to talk to someone about what happened – so they can get the support they need, and so the University can respond appropriately. Whether – and the extent to which – a University employee may agree to maintain confidentiality (and not disclose information to the Title IX Coordinator) depends on the employee's position and responsibilities at the University. The following information is intended to make victims aware of the various reporting and confidential disclosure options available to them – so they can make informed choices about where to turn for help. The University strongly encourages victims to talk to someone identified in one or more of these groups.

Certain University employees, listed below, are required by law to maintain near or complete confidentiality; talking to them is sometimes called a "privileged communication." University law enforcement employees may maintain the victim's identity as confidential, if requested by the victim, but will report the facts of the incident to the Title IX Coordinator, including the identity of the perpetrator. Most other University employees are required to report all details of a Sexual Violence incident (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator so the University can take immediate action to protect the victim, and take steps to correct and eliminate the cause of Sexual Violence.

University Police, the Title IX Coordinator, University-employed physicians, professional counselors, sexual assault and domestic violence counselors and advocates, and certain other University employees are required to explain to victims their rights and options with respect to

confidentiality.

Privileged and Confidential Communications

Physicians, Psychotherapists, Professional Counselors and Clergy – Physicians, psychotherapists, professional, licensed counselors, and clergy who work or volunteer on or off campus, and who provide medical or mental health treatment or counseling (including those who act in that role under their supervision) may not report any information about an incident of sexual violence to anyone else at the University, including the Title IX Coordinator, without the victim's consent. A victim can seek assistance and support from physicians, psychotherapists, professional, licensed counselors, and clergy without triggering a University investigation that could reveal the victim's identity or the fact of the victim's disclosure. However, see limited exceptions below regarding when health care practitioners must report to local law enforcement agencies. Health care practitioners should explain these limited exceptions to victims, if applicable.

Sexual Assault and Domestic Violence Counselors and Advocates – Sexual assault and domestic violence counselors and advocates who work or volunteer on or off campus in sexual assault centers, victim advocacy offices, women's centers, and health centers (including all individuals who work or volunteer in these centers and offices, as well as non-professional counselors or advocates, and those who act in that role under their supervision) may talk to a victim without revealing any information about the victim and the incident of sexual violence to anyone else at the University, including the Title IX Coordinator, without the victim's consent. A victim can seek assistance and support from these counselors and advocates without triggering a University investigation that could reveal his/her identity or that a victim disclosed an incident to them. However, see limited exceptions below regarding when sexual assault and domestic violence counselors and advocates must report to local law enforcement agencies. Counselors and advocates should explain these limited exceptions to victims, if applicable.

The University will be unable to conduct an investigation into a particular incident or pursue disciplinary action against a perpetrator if a victim chooses to (1) speak only to a physician, professional counselor, clergy member, sexual assault counselor, domestic violence counselor or advocate; and (2) maintain complete confidentiality. Even so, these individuals will assist victims in receiving other necessary protection and support, such as victim advocacy, disability, medical/health or mental health services, or legal services, and will advise victims regarding their right to file a Title IX complaint with the University and a separate complaint with local or University police. If a victim insists on confidentiality, such professionals, counselors and advocates will likely not be able to assist the victim with: University academic support or accommodations; changes to University-based living or working schedules; or adjustments to course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the University or report the incident to the police, and thus have the incident fully investigated. These counselors and advocates can provide victims with that assistance if requested by the victim. These counselors and advocates

will also explain that Title IX includes protections against retaliation, and that the University will not only take steps to prevent retaliation when it knows or reasonably should know of possible retaliation, but will also take strong responsive action if it occurs.

EXCEPTIONS: Under California law, any health practitioner employed in a health facility, clinic, physician's office, or local or state public health department or clinic is required to make a report to local law enforcement if he or she provides medical services for a physical condition to a patient/victim who he or she knows or reasonably suspects is suffering from (1) a wound or physical injury inflicted by a firearm; or (2) any wound or other physical injury inflicted upon a victim where the injury is the result of assaultive or abusive conduct (including Sexual Violence, Domestic Violence, and Dating Violence). This exception does not apply to sexual assault and domestic violence counselors and advocates. Health care practitioners should explain this limited exception to victims, if applicable.

Additionally, under California law, all professionals described above (physicians, psychotherapists, professional counselors, clergy, and sexual assault and domestic violence counselors and advocates) are mandatory child abuse and neglect reporters, and are required to report incidents involving victims under 18 years of age to local law enforcement. These professionals will explain this limited exception to victims, if applicable.

Finally, some or all of these professionals may also have reporting obligations under California law to (1) local law enforcement in cases involving threats of immediate or imminent harm to self or others where disclosure of the information is necessary to prevent the threatened danger; or (2) to the court if compelled by court order or subpoena in a criminal proceeding related to the Sexual Violence incident. If applicable, these professionals will explain this limited exception to victims.

Reporting to University or Local Police

If a victim reports to local or University Police about sexual violence, the police are required to notify victims that their names will become a matter of public record unless confidentiality is requested. If a victim requests that his/her identity be kept confidential, his/her name will not become a matter of public record and the police will not report the victim's identity to anyone else at the University, including the Title IX Coordinator. University Police will, however, report the facts of the incident itself to the Title IX Coordinator being sure not to reveal to the Title IX Coordinator victim names/identities or compromise their own criminal investigation. The University is required by the federal Clery Act to report certain types of crimes (including certain sex offenses) in statistical reports. However, while the University will report the type of incident in the annual crime statistics report known as the Annual Security Report, victim names/identities will not be revealed.

Reporting to the Title IX Coordinator and Other University Employees

Most University employees have a duty to report sexual violence incidents when they are on notice of it. When a

victim tells the Title IX Coordinator or another University employee about a sexual violence incident, the victim has the right to expect the University to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. ***In all cases, the University strongly encourages victims to report sexual violence directly to the campus Title IX Coordinator.***

As detailed above in the Privileged and Confidential Communications section of this policy, all University employees except physicians, licensed counselors, sexual assault counselors and advocates, must report to the Title IX Coordinator all relevant details about any sexual violence incidents of which they become aware. The University will need to determine what happened – and will need to know the names of the victim(s) and the perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the incident.

To the extent possible, information reported to the Title IX Coordinator or other University employees will be shared only with individuals responsible for handling the University's response to the incident. The University will protect the privacy of individuals involved in a sexual violence incident except as otherwise required by law or University policy. A Sexual Violence report may result in the gathering of extremely sensitive information about individuals in the campus community. While such information is considered confidential, University policy regarding access to public records and disclosure of personal information may require disclosure of certain information concerning a report of sexual violence. In such cases, efforts will be made to redact the records, as appropriate, in order to protect the victim's identity and privacy and the privacy of other involved individuals. Except as detailed in the section on Privileged and Confidential Communications above, no University employee, including the Title IX Coordinator, should disclose the victim's identity to the police without the victim's consent or unless the victim has also reported the incident to the police.

If a victim requests of the Title IX Coordinator or another University employee that his/her identity remain completely confidential, the Title IX Coordinator will explain that the University cannot always honor that request and guarantee complete confidentiality. If a victim wishes to remain confidential or request that no investigation be conducted or disciplinary action taken, the University must weigh that request against the University's obligation to provide a safe, non-discriminatory environment for all students, employees, and third parties, including the victim. Under those circumstances, the Title IX Coordinator will determine whether the victim's request for complete confidentiality and/or no investigation can be honored under the facts and circumstances of the particular case, including whether the University has a legal obligation to report the incident, conduct an investigation or take other appropriate steps. Without information about a victim's identity, the University's ability to meaningfully investigate the incident and pursue disciplinary action against the perpetrator may be severely limited. See Executive Order 1095 for further details around confidential reporting, and other related matters (<http://www.calstate.edu/EO/EO-1095.pdf>).

Additional Resources

- CSULB's sexual violence prevention and education statement, which includes facts and myths about sexual violence, at http://www.csulb.edu/divisions/aa/catalog/current/general_policies/nondiscrimination_policy.html.
- U.S. Department of Education, regional office:
Office for Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555
TDD (877) 521-2172
- U.S. Department of Education, national office:
Office for Civil Rights
(800) 872-5327
- Know Your Rights about Title IX
<http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html>
- California Coalition Against Sexual Assault (<http://calcasa.org/>)
1215 K. Street, Suite 1850
Sacramento, CA 95814
(916) 446-2520
- Domestic and Family Violence, Office of Justice Programs, United States Department of Justice
- National Institute of Justice: Intimate Partner Violence, Office of Justice Programs, United States Department of Justice
- National Domestic Violence Hotline: 1-800-799-SAFE (7233)
- Office of Violence against Women, United States Department of Justice
- Centers for Disease Control and Prevention: Intimate Partner Violence
- Defending Childhood, United States Department of Justice

Inquiries Concerning Compliance

Inquiries concerning compliance or the application of these laws to programs and activities of California State University, Long Beach, may be referred to the specific campus officer(s) identified above or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

Equal Access and Opportunity, Non-discrimination/Non-harassment

California State University, Long Beach is a comprehensive, urban university. The University has a professional, cultural and ethnical commitment to provide a climate that enables each individual to realize his/her potential for excellence and that nurtures academic growth and professional development.

Diversity is both an ideal and an imperative. California State University, Long Beach takes pride in its student body and employees, and affirms that this diversity enriches the work and learning environment of the campus. For this reason, the recognition of diversity in our University community extends beyond the limits established by federal

or state laws or regulations.

In addition to fully meeting its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to professional rank, employment status, economic status, ethnic background, political views, sexual orientation, gender identity, or other personal characteristics or beliefs.

CSULB takes seriously its tradition of maintaining civility and mutual respect toward all members of the University community. These qualities are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a productive workplace and an overall positive campus climate. Civility and mutual respect thrive only when equal opportunity and access exist, and when retaliation for exercising rights, privileges and obligations is not feared. (Policy 03-09)

The Director of Equity and Diversity, is the designated campus coordinator for equal employment opportunity, affirmative action, and civil rights.

Policy Promoting Equal Employment and Educational Opportunity

California State University, Long Beach affirms the equal worth of every individual and of distinctive groups of people, and fosters fair and equal treatment and access for all members of the university community. Therefore, the University is committed to the principles of equal opportunity in education and employment, to policies and practices that ensure equal opportunity and consideration, and to the protection of civil rights.

It is the policy of California State University, Long Beach to provide programs, services, and benefits, including employment, without regard to age, disability, gender (including gender identity, gender expression), genetic information, nationality, race or ethnicity, religion, sexual orientation, as well as Veteran Status (Executive Order 1074)

Reasonable accommodation to disability is considered a means of establishing equal opportunity.

Policy Prohibiting Discrimination and Harassment

Pursuant to Executive Order 1074, California State University, Long Beach affirms that students, employees, volunteers, members of the public, and recipients of services, and/or benefits provided by CSULB have the right to a University free from discrimination and harassment, including hostile environment, on the basis age, disability, gender, genetic information, nationality, race or ethnicity, religion, sexual orientation, as well as Veteran Status.

This policy is established in compliance with the California Equity in Higher Education Act (Education Code §66250 et seq.), Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, among other applicable state and federal laws.

Retaliation for exercising one's right to protection from discrimination and/or harassment or for participating in the investigation of a complaint is prohibited by law, and will not be tolerated.

The policy applies to all CSULB programs and activities, including, but not limited to, educational, cultural, recreational, and social and/or athletics programs and activities provided, sponsored, administered, or assisted by CSULB; CSULB academic programs and/or activities; CSULB-sponsored off-campus programs; housing supplied or regulated by CSULB; the administration of educational policies, admission policies, and employment policies and actions, including but limited to, recruitment, hiring, education, upgrading, promotion, transfer, demotion, layoff, recall, termination, rates of pay or other forms of compensation, and selection for training, including apprenticeships; choice of contractors and suppliers of goods and services; provision of services and benefits to CSULB students, employment, volunteers, or the public; receipt of CSULB services and benefits provided by CSULB contractors or vendors.

Federally-required affirmative action plans are available for inspection at the Office Equity & Diversity during normal business hours.

Confidentiality

The University is committed to maintaining an environment in which individuals can participate in safe working and learning environments. Information provided to University employees shall be shared with other University employees and law enforcement exclusively on a "need to know" basis. University employees shall endeavor to honor any Complainant's request for confidentiality; however, the University shall also weigh requests for confidentiality against its duty to provide a safe and nondiscriminatory environment for all members of the campus community.

Consensual, Amorous, and/or Sexual Relationships Between Employees and Students

Guiding Principles

California State University, Long Beach, recognizes that there is a power disparity between a student and any individual [hereinafter referred to as "covered individual"] who is currently teaching, evaluating, counseling, coaching, advising, and/or supervising that student.

Consensual amorous or sexual relations between a student and any covered individual can create a conflict of interest that may lead to complaints of favoritism, lower morale, adverse effects to student welfare, damaged learning and working relationships, or claims of sexual harassment or discrimination.

Policy

The University will regard a consensual amorous or sexual relationship between any covered individual and a student for whom he or she has a teaching, evaluative, counseling, coaching, advising, or supervisory responsibilities as unprofessional and unacceptable.

The University expects covered individuals to refrain from taking any teaching, evaluative, counseling, coaching, advising, or supervisory role involving an individual with

whom he/she is having an amorous or sexual relationship;

Any covered individual who is, has been, or becomes involved in an amorous or sexual relationship with a student over whom he or she currently has authority, influence, or responsibility must promptly inform his or her immediate supervisor of such relationship. Moreover,

any covered individual who is, has been or becomes involved in an amorous or sexual relationship with a student must remove himself or herself from any participation in any key academic-related decisions, such as those related to grading, transfer, evaluation, awards, discipline, or academic status.

any covered individual who is, has been or becomes involved in an amorous or sexual relationship with a student must remove himself or herself from any participation in any key employment-related decisions, such as those related to hiring, evaluation, or discipline.

The supervisor informed of the amorous relationship shall reassign key academic-related or employment-related decisions regarding the student who is or has been in an amorous or sexual relationship with a covered individual to a different covered individual for whom no conflict of interest exists in making such decisions.

Violators of this policy shall be subject to warning, reprimand or other disciplinary procedures in accordance with University regulations.

Complaint Resolution Procedures

Resolution of discrimination, harassment and retaliation complaints is available to all members of the University community. The procedures vary, but are all intended to resolve complaints in a timely and responsive manner at the earliest possible stage.

Complaint Procedure for Employees:

For employees represented by a collective bargaining agreement, the collective bargaining agreement outlines procedures, process and timelines. Information is available from your campus union representative, or online at http://www.calstate.edu/LaborRel/Contracts_HTML/contracts.shtml

For employees not eligible to file a complaint or grievance under a collective bargaining agreement or whose collective bargaining agreement incorporates CSU system-wide complaint procedure, the complaint procedure is outlined in CSU Executive Order 1096. It is available online at: <http://www.calstate.edu/EO/EO-1096.html>.

Complaint Procedure for Campus Community, Guests, Visitors, Affiliates, and Associates:

For members of the campus community, guests, visitors, affiliates and associates, the Campus Complaint Resolution Procedure will apply. Forms are available in the Office of Equity & Diversity, USU 301. Please note: these complaint procedures are applicable if the alleged respondent is an employee, vendor, contractor, or visitor.

Complaint Procedure for Student Complaint against a Non-Student

The university has developed both informal and formal processes for the resolution of discrimination and harassment complaints. Individuals may utilize either

of these avenues to resolve a complaint. Both of these processes are designed to resolve complaints in a timely and responsive manner at the earliest possible stage. Complaints must be filed no later than 180 days from the date of the alleged offense.

A discrimination complaint resolution officer (Larisa Hamada, Title IX Coordinator, Director of Equity & Diversity) has been appointed by the university president. This individual serves as a resource for any member of the campus community.

An informal complaint may be initiated by contacting the discrimination complaint officer (Director of Equity & Diversity). If the proposed remedy is unsatisfactory to the complainant, or if the complaint is not resolved in the informal process, the complaint can proceed to the formal level. All informal complaints reported to other university employees must be referred to the Director of Equity & Diversity.

A formal complaint may be initiated by submitting a completed, signed complaint form to the Office of Equity & Diversity, USU-301. The complainant will be required to provide an account of the alleged incident, to describe what effect it has caused, and to propose what remedy is sought. Formal complaint procedures include notification to the individual charged with prohibited behavior. In the formal process, an investigation will be conducted by the discrimination complaint officer (Director of Equity and Diversity) and his/her findings will be reported to the appropriate division executive. The division executive will take appropriate action.

The full text of these procedures, including timelines, is available from the Office of Equity & Diversity, USU-301, (562) 985-8256. See also <http://www.csulb.edu/depts/oed/policies/complaints.html>.

See also Executive Order 1097: <http://www.calstate.edu/EO/EO-1097.html>.

Complaint Procedure for a Student Complaint against another Student(s)

Students may seek assistance with resolving a complaint by initiating an informal discussion with Larisa Hamada, Title IX Coordinator, Director of Equity & Diversity. If the complaint is not resolved in the informal process, the complaint can proceed to a formal level. See also Executive Order 1097: <http://www.calstate.edu/EO/EO-1097.html>

A formal complaint may be initiated by a student submitting a written, dated and signed statement to the Director of Equity & Diversity, USU-301. The complaint will be handled in accordance with Executive Order 1097: <http://www.calstate.edu/EO/EO-1097.html>

Note: Students may seek assistance with resolving a complaint against an employee of an auxiliary organization (Associated Students, CSULB Foundation and Forty Niner Shops) by contacting the appropriate office listed below:

- Associated Students human resources manager, USU-232, (562) 985-8875, www.csulb.edu/asi
- CSULB Foundation associate director of Human Resources & Administrative Services, Foundation Building, (562) 985-7950, www.foundation.csulb.edu/departments/hr
- Forty-Niner Shops director of Human Resources, Bookstore, (562) 985-7854, www.csulb.edu/aux/49ershops/

Campus Complaints Procedure for Campus Community, Guests, Visitors, Affiliates, and Associates- Informal

This procedure is initiated by speaking with your immediate supervisor or Larisa Hamada, Director of Equity & Diversity.

The Office of Equity & Diversity is expected to: provide information about University policy and procedures, ensure the safety and security of the complainant in the immediate environment, ensure the due process of the individual(s) charged, ensure confidentiality to the extent possible by and with all parties, report the complaint to the Director of Equity & Diversity within five (5) working days from receipt of the complaint, consult with the Director of Equity & Diversity at least once per week until the complaint is resolved, an outcome is reached, or the complaint is referred to the Director of Equity & Diversity for review and consideration, maintain notes of the complaint and log of all contacts made, report monthly to the Director of Equity & Diversity of the number, nature, and outcome of the complaints. The outcome of all informal complaints must be reported to the Director of Equity & Diversity. If the proposed remedy is unsatisfactory to the complainant, or if the complaint is not resolved in the informal process, the complaint may proceed to the formal level.

Campus Complaint Procedure for Campus Community, Guests, Visitors, Affiliates, and Associates- Formal

An allegation becomes a formal complaint only when it is filed in writing on an official University discrimination complaint resolution form and is signed, or when the Director of Equity & Diversity files the complaint. The form is available from the Office of Equity & Diversity. The University will follow the informal procedures as outlined in Executive Order 1089 for the campus policy.

The alleged offender will be notified of the complaint by the Director of Equity & Diversity. The alleged offender is required to respond in writing.

If agreement is reached, the Director of Equity & Diversity shall provide all concerned parties with a written statement of the resolution.

If agreement is not reached, the Director of Equity & Diversity will proceed to evaluate the applicability of University policy prohibiting discrimination, harassment, and retaliation to the alleged behavior.

The Office of Equity & Diversity is authorized to interview anyone deemed necessary to the investigation. The investigation will be completed in a timely manner in alignment with the procedure outlined by the collective bargaining agreement or Executive Order.

Time limits may be extended or waived by the President or upon request of the Director of Equity & Diversity.

At the conclusion of the investigation, the Director of Equity & Diversity will submit a report of the complaint, investigation and findings and recommendations to all concerned parties, and the appropriate division executive. The division executive will notify the Director of Equity & Diversity of resulting action.

Campus Complaint Timeline

Pursuant to Executive Order 1097 a student/applicant for admission (applicant) on any one of the 23 campuses of the California State University may file a complaint related to discrimination, harassment, or retaliation.

Immediately following a discriminatory, harassing, or retaliatory act/action, or as soon as possible thereafter, students/applicants who believe they are or may have been victims of discrimination, harassment or retaliation, may initiate the Informal Resolution process to receive information and advice about the procedures that exist for resolving such matters.

For the purpose of this executive order, day is defined as work day which means Monday through Friday, excluding all official holidays or campus closures at the campus where the complaint originated.

Within twenty (20) work days after the end of the academic term (semester/quarter), in which the most recent alleged discriminatory/harassing/retaliatory act occurred, a student/applicant may file a formal discrimination/harassment/retaliation complaint.

Within ten (10) work days of receipt of a formal complaint, an intake interview shall be conducted with the student/applicant.

Within sixty (60) work days of the initial intake interview of a formal complaint, the investigator shall complete his/her investigation, write and submit the investigative report to the campus designated Management Personnel Plan (MPP) employee responsible for the implementation of, and compliance with, Executive Order 1097. The timeline for the investigation shall not be extended pursuant to Article VI, Section G of Executive Order 1097 for a period longer than an additional sixty (60) days.

Within ten (10) work days of the receipt of the investigative report, the campus designated Management Personnel Plan employee shall review the investigative report and notify the student/applicant in writing of the outcome of the campus investigation. If the same Management Personnel Plan employee is the person who investigated the complaint, he/she shall provide the student/applicant with notification of the outcome of the campus investigation within ten (10) work days of completing the report. A separate notification shall be provided to the accused(s), indicating whether or not the allegations at Formal Level I were substantiated.

Within ten (10) work days of receipt of the Formal Level I decision, the student/applicant may file a written appeal with the Office of the Chancellor.

Within sixty (60) work days of receipt of a written appeal to the Office of the Chancellor (CO), the CO designee shall respond to the complainant. A separate notification shall be provided to the accused(s), indicating whether or not the allegations at Formal Level II were substantiated.

The CSU review of a written complaint filed by a student/applicant under this executive order shall end following a final decision by the CO designee.

The timelines noted above may be extended for the following reasons:

If the student/applicant, the accused, a witness, the

campus investigator/CO designee, or other necessary person involved in the complaint process is unavailable because of any reason deemed to be legitimate by the campus investigator/CO designee, the timelines in this executive order will be automatically adjusted according to the period of absence. The student/applicant will receive written notification of the period of extension.

Timelines set forth herein may also be extended by mutual agreement. If the student/applicant does not agree or does not respond to the CSU's request for a timeline extension, the CSU will respond to the complaint/appeal within the timelines set forth in this executive order. In that event, the response will be interim in nature as it will be based upon the information available at the time. The interim response will note that the investigation/review is continuing until the CSU is satisfied its duty to respond appropriately to the allegation(s) has been discharged. The interim response should include a summary of the allegations, a description of the investigative/review process, and should also provide the student/applicant with an anticipated date of completion of the investigation/review, whereupon the final response will be issued. Pursuant to Executive Order 1097, the timeline shall not be extended for a period longer than an additional 30 work days from the original due date.

Student Complaint Procedure

The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, you may present your complaint as follows:

(1) If your complaint concerns CSU's compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges (WASC) at <http://www.wascsenior.org/> comments. WASC is the agency that accredits the CSU's academic program.

(2) If your complaint concerns an alleged violation by CSU of a state law, including laws prohibiting fraud and false advertising, you may present your claim to the campus president or to the Office of Equity & Diversity, USU-301, (562) 985-8256. They will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the president or designee, or by WASC, you may file an appeal with the Associate Vice Chancellor, Academic Affairs at the CSU Chancellor's Office. This procedure should not be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaint.

Don't Put Your Health at Risk

To become dependent upon chemicals such as illicit drugs and/or alcohol is to put your health at risk. Chemical dependency is a condition in which the use of mood altering substances such as drugs or alcohol is associated with problems in any area of life on a more or less continuing basis.

One does not, however, have to be addicted or chemically dependent to suffer health risks from the use of illicit drugs or alcohol.

Alcohol and illicit drugs (in all the many forms) may, and

often do, impair physical coordination and judgment, diminish control over impulsive behavior, and cause many short- and long-term health consequences.

Alcohol-related illnesses now represent the third leading cause of death in the United States exceeded only by cancer and heart disease, and medical research has established very strong evidence that alcohol abuse contributes significantly to cancer and heart disease. There is clear evidence of serious negative effects on babies due to use of illicit drugs and alcohol by the mother during pregnancy.

If You Have an Alcohol/Drug-Related Problem, We Want to Help

The California State University, Long Beach Student Health Services offers substance dependence counseling and resources for students, faculty, and staff. This includes an Athletic Assistance Program for student athletes (offered as a separate program due to NCAA testing and eligibility requirements and conference affiliation rules for competition).

Under the guidelines of the Alcohol Tobacco and Other Drug (ATOD) program, Linda Peña, an experienced specially trained counselor/health educator under the supervision of the Medical Director, serve as the coordinator and counselor of this program and is available for consultation. All contacts with the Student Health Services personnel are strictly confidential.

Information concerning the prevention of drug and alcohol abuse and/or concerns about symptoms of substance disorders is available by calling/ emailing Linda Peña, (562) 985-1732, linda.pena@csulb.edu. Additionally, to support students diagnosed with substance disorders, there is ATOD's *Beach Recovery*. This is a Collegiate Recovery Community effort that aims to educate students about addiction and help remove the stigma associated with alcoholism and addiction, while supporting students on campus who are seeking recovery or are in recovery.

Campus Standards of Conduct

Both productivity at work and the learning process are significantly impaired by alcohol abuse and the use of illicit drugs. Substance abuse among college students inhibits their educational development and is of serious nationwide concern.

California State University, Long Beach is dedicated to the elimination of the use of illicit drugs and alcohol abuse. The University is making every effort to create an environment that promotes and reinforces good health. This includes responsible living, respect for community and campus standards and regulations, individual responsibility within the community, and the intellectual, social, emotional, ethical, and physical well-being of all members of the campus community.

On campus property, the solicitation, sale, use or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics, as those terms are used in California statutes, are prohibited.

Consumption of alcohol is prohibited in individual offices, classrooms, laboratories, or generally accessible public or open areas, such as the quad and athletic fields.

Information regarding campus policies on the consumption of alcohol may be obtained by calling the Office of Student Life and Development at 985-8668.

Pursuant to Title 5 of the California Code of Regulations, violations by students of the above regulations, when campus related, may, after due process, result in the student being placed on probation, being suspended, or being expelled. Additionally, violations of laws committed on campus property, or at a campus event, will also be subject to referral and prosecution through off-campus authorities. Penalties by enforcement agencies for violations of the law may include imprisonment, fines, or both; these are in addition to administrative sanctions imposed by the University.

More detailed descriptions of student regulations concerning drugs, or alcohol, may be found elsewhere in the CSULB *Catalog*, or in the Residence Hall Calendar and Handbook, or the Regulations for Campus Activities, Organizations and the University Community.

Pursuant to Education Code Section 89535, employees may be disciplined, up to and including termination, for the following causes:

1. Conviction of criminal offenses involving the illegal use of drugs.
2. Appearing for work impaired by the use of alcohol and/or controlled substances.
3. Addiction to the use of controlled substances.

More detailed descriptions of employee regulations concerning drugs, or alcohol, may be found in the Administrative Policies and Procedures Handbook and the Faculty and Staff Handbooks.

Security on Campus

Campus Security Act

California State University, Long Beach University Police, obtains its powers to arrest from the California Penal Code and the California Education Code.

Reporting Emergencies on Campus

The on-campus emergency phone number is 9-1-1. The non-emergency phone number is (562) 985-4101. Any problems concerning behavior of members of the campus community, thefts, vandalism, fire, and all related matters should immediately be brought to the attention of the University Police.

Procedures for Reporting Crimes on Campus

Whenever students or employees become victims of a crime while on the campus of CSULB, or whenever they have witnessed a crime or feel that there is a possibility that a crime is about to occur, they should notify University Police as soon as possible by calling 911 from their cell phone or nearest telephone. There are also numerous emergency phones located throughout the campus and parking lots, which are direct lines to the University Police dispatcher. Contact University Police by simply locating the nearest emergency phone or by using the emergency phone that is located in all elevators. Individuals may also

contact the mobile police units that patrol the campus on a 24-hour schedule. Parking enforcement officers also patrol the parking lots and have direct radio contact with the police dispatcher and the mobile police units. The University Police is located at the far east end of campus, between parking lot "11" and parking lot "9" on Palo Verde Avenue. The Department is open 24 hours a day to respond to any call for service or to any emergency.

Opening Classrooms

Custodians are responsible for unlocking all outside doors and classrooms which do not contain equipment (audiovisual, computers, etc.) at 7:00 am. University Police personnel are responsible for opening buildings on weekends and holidays. Persons requesting a door opened must have proper authorization. Questions of interpretation and special access matters should be directed to University Police.

Security of Buildings

Personnel who require regular access to specific buildings and rooms may request keys. Requests must be approved by the appropriate department and, for some facilities, by the appropriate administrator. Individuals granted special access to rooms and buildings must assume personal responsibility for facilities and equipment during the time they are using these facilities and equipment and must ensure that the door is locked at the conclusion of work.

University Police will ensure that all buildings are secured every night. An individual desiring to remain in a building after normal closing hours is required to notify University Police.

A faculty or staff member who does not have a key but who requires access to a particular building or room after normal instructional or working hours must present proper identification to University Police before being given access to the building. Graduate Assistants and other students who require entrance to a building during other than normal hours must have proper identification and prior approval in writing from the appropriate administrator. They must be in possession of a copy of written permission and approval from their appropriate administrator.

Anyone who has difficulty in gaining authorized access to an area or who needs assistance in securing a building or room should contact University Police.

Policy Concerning Law Enforcement on Campus

California State University Police Officers are sworn Law Enforcement Officers under California Penal Code, Section 830.2, and in compliance with State Statute meet the peace officer standards and training requirements mandatory for all California law enforcement officers. In addition, California State University Police Officers undergo training specially designed to meet the needs and problems of a contemporary university community.

The primary responsibility of the University Police is the preservation of the public peace and the protection of life and property against all unlawful acts. The department will take all possible measures to prevent crime and accidents, investigate thoroughly all suspicious and criminal activity, and apprehend offenders quickly in all cases where crimes are committed.

Type and Frequency of Programs to Inform Campus Personnel About Security Procedures and Practices

University Police actively invites fraternities and sororities, as well as sports groups and clubs on campus, to participate in the "Acquaintance/Rape" lectures. These classes are scheduled flexibly at no charge to meet the group's needs. The University Police also conducts new employee, new student, and special groups orientations. Officers routinely address residence hall students on a variety of topics, such as drug and alcohol abuse, and the problem of sexual assaults.

Programs Designed to Prevent Crime

University Police offers an evening escort service for all students and employees. They are picked up and escorted to their vehicles or to the residence halls.

University Police provides employees with information about California law and how to avoid being a victim. Advice is also provided about securing valuables and protecting vehicles.

Statistics on Major Crimes

University Police reports statistics on major crimes monthly to the Office of the President, to the Chancellor's Office, and to the Department of Justice.

Information concerning CSULB policies, procedures, and facilities for students and others to report criminal actions or other emergencies occurring on campus may be obtained from University Police, (562) 985-4101.

Information concerning the CSULB annual crime statistics reports may be obtained online at the University Police website <http://daf.csulb.edu/offices/ppfm/police/> or by contacting University Police directly at (562) 985-4101.

Firearms on Campus

Any person who brings or possesses a firearm on the grounds of the University, without the prior written permission of the Chief of University Police, or as otherwise provided by law, is in violation of State law (California Penal Code, Section 626.9), and University Regulations, and is punishable by imprisonment. Any person who brings or possesses a device that expels a metallic projectile, such as a B-B or pellet, through the force of air pressure, CO2 pressure, or spring action, or a spot-marker gun, on the grounds of the University, without the permission of the University Police, is in violation of University Regulations; such action may result in University or legal sanctions.

Off-Campus Monitoring of Criminal Activity at Campus Events

The University Police Department has a close working relationship with the City of Long Beach Police Department and other local law enforcement agencies. Reports and information are routinely exchanged and reviewed as needed.

Policy for the Use of Alcohol and Drugs on Campus

Alcoholic beverages generally may not be consumed on campus except at sponsored events and with specific approval of the Director of Student Life and Development.

Alcoholic beverages may only be consumed on University premises that have been licensed by the Department of Alcoholic Beverage Control or on other University premises at “approved group sponsored events.” Sponsors of such events must obtain prior written approval from the office of Student Life and Development. Approval normally will be limited to events in such areas as the University Student Union, the Soroptimist House, or the Chart Room.

The solicitation, sale, use or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics, as those terms are used in California statutes, is prohibited on campus property. Excepted are drugs which are lawfully prescribed or lawfully permitted for the purpose of bona fide research, instruction or analysis.

CSULB is dedicated to the elimination of the use of illicit drugs and alcohol abuse. The CSULB Student Health Services offers substance-abuse consultation programs for students, faculty and staff who may need assistance in overcoming the personal problems associated with alcohol or drug abuse. These programs include a Student Assistance Program for students, an Employee Assistance Program for faculty and staff, and an Athletic Assistance Program for student athletes (offered as a separate program due to NCAA requirements). All contacts with the Health Center and its personnel are confidential.

More detailed descriptions of campus regulations concerning alcohol and drugs may be found in the current editions of the CSULB *Catalog*, the CSULB *Schedule of Classes*, Regulations for Campus Activities, Organizations, and the University Community, and the Faculty, Staff and Student Handbooks.

Policy on Sexual Assault

Students, faculty, and staff who are victims of sexual assault committed at or upon the grounds of the University, or upon off-campus grounds or facilities maintained by affiliated student organizations, are required by law to be advised of specified information, to include treatment, related campus procedures, referral options, and other assistance which may be available [California Education Code, Section 67385]. This policy is designed to provide the written procedures and information required.

Rape, including acquaintance rape, or any other form of sexual assault, will not be tolerated by California State University, Long Beach. Where there is evidence that campus-related sexual assault has been committed, severe campus disciplinary action will be initiated. Such campus disciplinary action may include, after due process, the possibility of dismissal, suspension or disenrollment. Additionally, where the victim initiates criminal action, the perpetrator is subject to criminal penalties which may include fines and imprisonment.

Sexual Assault

The term “sexual assault” includes, but is not limited to, rape, acquaintance rape, sexual battery, forced sodomy, forced oral copulation, rape by a foreign object, or threat of sexual assault [California Education Code, Section 67385(d)].

Rape is a criminal offense. “Rape” is generally defined

as an act of sexual intercourse accomplished with a person not the spouse of the perpetrator, under specified circumstances. For example, it may involve the use or threat of force, violence, retaliation, or fear of or actual immediate and unlawful bodily injury. Rape also occurs when the victim is incapable of giving legal consent, for example, when: a) the victim has a mental disorder, or is developmentally or physically disabled; or b) the victim is prevented from resisting the assault due to intoxicating substances (e.g. alcohol or drugs); or c) the victim is unconscious of the nature of the act, and such condition was known or reasonably should have been known to the accused (Reference: California Penal Code, Section 261, and the following sections). Spousal rape is also prohibited under the “Spousal Rape” provisions of the California Penal Code, Section 262.

“Acquaintance Rape” is forced sexual intercourse undertaken by someone the victim knows, against the will of the victim or as a result of threats, force or fear.

“Sexual Battery” is defined as the touching of an intimate part of another person, if the person is unlawfully restrained and if the touching is against the will of the person touched, for the purpose of sexual arousal, sexual gratification, or sexual abuse [Reference: California Penal Code, Section 243.4 (e) (i)].

“Assault with intent to commit a sexual battery” is defined as an unlawful attempt, coupled with the present ability, to commit a violent injury (e.g., rape) or sexual battery on the person of another. (Reference: California Penal Code, Section 220; 240; 261; and following sections).

“Consent” is defined as positive cooperation in an act or attitude pursuant to an exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved. A current or previous dating or marital relationship is not sufficient to constitute consent where, under specified conditions, consent is at issue [Reference: California Penal Code, Section 261.6; 266(c)].

“Unlawful Sexual Intercourse with a minor” is an act of sexual intercourse accomplished with a person not the spouse of the perpetrator, where the person is under the age of 18 years (California Penal Code, Section 261.5).

Any person who willfully and lewdly commits any lewd or lascivious act upon or with the body or any part of a child under the age of 14 years with the intent of arousing, appealing to, or gratifying the sexual desires or passions of either the child or defendant is guilty of a felony. Any person who commits any act in the previous sentence with a person 14 or 15 years old, and the defendant is at least 10 years older than the child is guilty of a public offense (California Penal Code, Section 288). Any person who intentionally gives, transports, provides, persuades or makes available to another a child under age 16 for lewd or lascivious acts is guilty of a felony, punishable by fine and imprisonment [California Penal Code, Section 266(j)]. Every person who annoys or molests any child under the age of 18 is punishable by fine and imprisonment, or both fine and imprisonment (California Penal Code, Section 647.6).

University Jurisdiction

California State University, Long Beach views seriously its obligation to uphold the laws of the larger community of which it is a part. An association with the University does not exempt a person from local, state, or federal laws, but rather imposes the additional obligation to abide by all of the rules and regulations of the California State University.

A student charged with a sexual abuse or sexual assault or sexual battery violation which is campus related may be subject to prosecution under appropriate California criminal statutes, as well as being subject to student discipline under the Student Conduct Procedures (Reference: Chancellor's Executive Order 1074, "; and Title V, California Code of Regulations, Section 41301 41302, "Student Discipline").

Employees charged with a sexual abuse violation which is campus-related may be subject to prosecution under appropriate California criminal statutes, as well as being subject to discipline under the California Education Code, Sections 89535 89540. Such campus disciplinary action for employees may include demotion, suspension, or dismissal.

Campus Reporting Procedures

Persons involved in, or possessing knowledge of, a campus-related abuse violation are strongly encouraged to notify University Police immediately. University Police may be contacted by:

- using any of the blue lighted telephones
- by depressing the red button on all public pay telephones
- dialing (562) 985-4101 or 9-1-1

An officer will be dispatched and will assist the victim to a medical facility for medical care and collection of evidence. An officer will assist the victim with a police report should the victim desire to make one. An officer will remain available to the victim until a friend or relative can be located.

The University Police Department cannot hold reports of crime in confidence. Confidential reports for purposes of inclusion in the annual disclosure of crime statistics can generally be made to other CSU campus security authorities identified as the following:

- Associate Vice President/Dean of Students
University Student Union 219, (562)985-8670
- Associate Vice President, Faculty Affairs
(562) 985-4128, Brotman Hall 303
- Assistant Dean of Students
(562) 985-7547, University Student Union, Room 217
- Director, Athletic
(562) 985-4655, Pyramid Annex
- Director, Counseling and Psychological Services
(562) 985-4001, Brotman Hall 226
- Director, Equity & Diversity
(562) 985-8256, University Student Union 301, Title IX Coordinator
- Director, Housing and Residential Life
(562) 985-4187, Housing Office
- Director, Office of Student Conduct & Ethical Development
(562) 985-5270, Brotman Hall 377
- Deputy Title IX Coordinator
- Director, Staff Human Resources
(562) 985-4031, Brotman Hall 335

- Director, Student Health Services
(562) 985-4771, Student Health Center

Alternatively, one may anonymously report a crime to the above listed campus authorities. Each respective unit or person contacted will be responsible for reports, as may require by law, to be filed for their respective unit, e.g. violations under the Child Abuse Reporting Law, Jeanne Clery Act or Meagan's law.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Access crime statistics for CSULB: These are mandated statistics known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Hard copies of this brochure may be obtained from CSULB Police Department's main station located on the southern end of parking lot 11, 1250 Bellflower Blvd, or from the police substation located in the University Student Union room, 237. This report is also available on the University Police web site at <http://daf.csulb.edu/offices/ppfm/police>, and can be downloaded in the PDF format. This report is prepared in cooperation with the Police agencies surrounding our main campus and our alternate sites, Housing and Residential Life, the Judicial Affairs Office and the Division of Student Services. Each entity provides updated information on their educational efforts and programs to comply with the Act.

The following are among the options available to a victim and more than one option may be exercised:

1. Criminal Prosecution: University Police - (562) 985-4101
Emergency: 9-1-1
2. Civil Action: Consult an attorney.
3. University Disciplinary Process, where accused is:
 - A. Faculty: Academic Employee Relations
(562) 985-5208; BH-300
 - B. Staff: Staff Human Resources
(562) 985-4128; BH-303
4. Informal Mediation: Office of the University Ombuds
(562) 985-5983; FND-140.
5. Alternative Campus Housing Assignments: Director, Housing
(562) 985-4187; Housing Office
6. Academic Assistance:
 - A. Counseling and Psychological Services
(562) 985-4001; BH 226
 - B. Women's Resource Center (562) 985-8575; LA1-102
 - C. Academic Advising Center (562) 985-4837; Horn Center, Room 103

In the event there are requests for information from the press, concerned students, parents, and others, prudence will be exercised, and when required by law, confidentiality will be maintained. When appropriate, only the Department Director (for matters strictly within the Director's purview), or the University Director of Public Affairs (for inquiries by the media), will respond.

Victims are advised that there could likely be a need to identify both the victim and the assailant in the course of investigation and hearings under University student disciplinary proceedings, as well as under employee disciplinary proceedings, or criminal prosecutions. In the case of student disciplinary actions against an assailant, the victim is required to be promptly notified by the Director. Office of Student Conduct and Ethical Development of the status of the proceedings, and the general terms of the disposition.

Persons are reminded of the importance of preserving such evidence as may be necessary to the proof of criminal sexual assault. With respect to sexual assault involving student discipline, both the accused and the accuser are entitled to have an advisor present during a campus disciplinary proceeding, and to be informed of the outcome of the campus student disciplinary proceeding. Student victims of sexual assault may request changes in academic and living arrangements precipitated by the offense where such changes are reasonably available.

Support Services

Sexual assault violations often result in physical harm, psychological harm, or both. Even if the victim decides not to report the incident to authorities, it is urged that the victim seek medical and counseling assistance for potential emotional trauma and the possibility of sexually transmitted diseases.

- The University Counseling and Psychological Services provides crisis counseling as well as ongoing assistance to students who have experienced sexual assault; BH 226, (562) 985-4001, www.csulb.edu/caps.
- The University Student Health Center offers routine medical examinations, including pregnancy tests and tests for sexually transmitted diseases; (562) 985-4771.
- The University Women's Resource Center provides support, resource materials, and referrals to community services women and men, LA1-102, (562) 985-8576, www.csulb.edu/wrc.
- S.A.R.T (Sexual Assault Response Team) The University Police is an active participant of the Long Beach S.A.R.T. process. This process offers individual forensic exams to victims of sexual assault and child molestation. Coordination is with University Police, Long Beach Police Department, District Attorney's office, a forensic nurse and a rape crisis counselor. The police dispatcher activates the S.A.R.T process after the officers have connected with the victim. The University Police may be reached by calling (562) 985-4101 or 9-1-1. S.A.R.T. is located at Long Beach Community Hospital. A victim may be driven to Long Beach Community Hospital, 1720 Termino Ave., Long Beach, for the S.A.R.T. services. The emergency room staff will contact S.A.R.T. directly.

Additionally, referrals are available through the following non-university agencies:

- YWCA GLA Sexual Assault Crisis Program (877) 943-5778
- East LA Rape and Battery Hotline (800) 585-6231
- Rape Crisis Hotlines – Orange County (949) 831-9110 and (714) 957-2737
- The Rape Treatment Center – Santa Monica Hospital, (310) 319-4000
- Safe At Home Confidential Address Program (877)322-5227, www.ss.ca.gov/safeathome/

Also, Counseling and Psychological Services office maintain lists of referrals within the community which deal with the issues of rape and sexual assault crisis, including legal, medical, and therapeutic support services. The phone number for the Counseling and Psychological Services

office is (562) 985-4001.

Victims of Violent Crime Statute

A person who has sustained physical injury as a direct result of a crime of violence, or is legally dependent for support upon a person who has sustained physical injury or death as a direct result of a crime of violence (or, in the event of a death caused by a crime of violence, has legally assumed or voluntarily paid the medical or burial expenses incurred as a direct result thereof) may qualify for indemnification by the State of California for the out-of-pocket wages, medical and/or burial expenses incurred as a result of the crime (California Government Code, Section 13900, et seq.). Claims must be filed with the State Board of Control for the State of California. The Statute provides that, absent certain extenuating circumstances, a claimant has one year from the date of the crime to file his or her claim with the State Board of Control. For further information regarding this program, contact:

University Police - CSULB, 1250 Bellflower Blvd., Long

Beach, CA 90840, Telephone: (562) 985-4101

Los Angeles District Attorney - Telephone: (800) 380-3811

Website: da.co.la.ca.us/vwap/roster.htm

State of California - Victim Compensation Program, P.O.

Box 3036, Sacramento, CA 95812-3036, Telephone:

(800) 777-9229, Hearing impaired, please call the

California Relay Service at (800) 735-2929, Email: info@vcgcb.ca.gov

Student Educational Records and Privacy Rights

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232 g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of such records. The law provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statutes and the regulations. Copies of these policies and procedures may be obtained on the Enrollment Services website. Copies can also be obtained at the Office of Enrollment Services or the Office of Judicial Affairs. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established

an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-5920.

The campus is authorized under the Act to release "directory information" concerning students. CSULB designates the following items authorized by FERPA as Directory Information: student's name, address (see below for conditions), telephone number (see below for conditions), email address (see below for conditions), major field of study, dates of attendance, grade level, enrollment status, and degrees, honors, and awards received. Addresses, telephone numbers, and email addresses for currently enrolled students will be released to CSULB personnel and units solely for the purpose of conducting legitimate University business. They may not be shared with individuals or organizations outside the University except in accordance with the following provisions. Addresses, telephone numbers, and email addresses may be released for non-commercial use by individuals or organizations outside the University provided the requests for such information have been reviewed and approved by the appropriate University personnel. Requests from the academic offices of accredited educational institutions shall be reviewed by the Provost and Senior Vice President for Academic Affairs or designee. All other requests shall be reviewed by the Vice President for Student Services or designee. Otherwise, the University may disclose any of the items designated as "directory information" above without prior written consent, unless the student provides a request that certain information not be released (non-disclosure). Requests for non-disclosure may be made directly by the student utilizing their self-service account in the student system via the Internet. If the student does not have access to the Internet, their request for non-disclosure must be requested on the "Authorization to Withhold Student Information" form, available in the Office of Enrollment Services. Specifying items as directory information allows the University to disclose this information without prior written consent. It does not require that the University release the information except under court direction. In addition to the above, the Director of Athletics may provide information concerning participation of students in athletic events, including the height and weight of athletes. The University will also respond to requests for information regarding the employment status of students serving as Teaching Associates (TAs), Graduate Assistants (GAs), or Instructional Student Assistants (ISAs) and the departments that employ them.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in campus' academic, administrative, or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; for specified health or safety

matters; or to other institutions in which the student has enrolled or seeks to enroll).

Career Placement Information

The Career Development Center office may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. Any such data provided must be in a form that does not allow for the identification of any individual student. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in the California State University system.

Use of Social Security Number

Pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109), the University uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. That information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Taxpayers who claim Hope Scholarship or Lifetime Learning tax credit will be required to provide the campus with their name, address, and Social Security Number.

Student Grievance Policy

The CSULB grievance policy and procedure are designed to provide the campus community with a protocol to accommodate circumstances for which no other policy or procedure exists. This policy does not cover grade appeals, prohibited discrimination, or any other issues that are covered by existing policies. Students are advised to consult appropriate additional campus resources (e.g., the *Undergraduate and Graduate Catalog*, "The Regs"). The Office of the Dean of Students has staff to help students understand the details of the grievance procedure and may be called upon for assistance.

Student Grievance Procedure

The student grievance procedure at CSULB is intended to provide a formal, standardized means for students to seek redress concerning the actions of faculty members, administrators, or staff members of the university-actions that are unauthorized or unjustified and that adversely affect the status, rights, or privileges of the students. Further, the purpose is to establish due process and safeguards that will be followed by the university in the adjudication of grievances.

A grievance filed under this policy must be initiated within one year of the alleged violation. A grievance may not be filed on the basis of a student's judgment of an instructor's

or administrator's competence; such judgments are solely the province of the academic department involved or of the administrator's supervisor.

The grievance procedure is not designed to replace open communication and understanding, which are vital to the academic process. The student may withdraw the grievance at any stage, at which point the process will immediately terminate. During all stages of the grievance, the burden of proof will be on the student.

The person or entity against whom the complaint is made is referred to in this document as the respondent. The initiator of the grievance is referred to as the grievant. For nonacademic matters, the term dean is also construed to refer to the responsible individual of comparable level – typically an associate vice president or vice president.

In the event that the respondent is at the level of dean or higher, the complaint should be directed to the responsible person at the next higher administrative level. If the chair or program director was directly involved in the original decision or denied the student an opportunity for due-process review at the local level, the student should seek informal resolution through the dean of the college (or designee).

If after ten instructional days beyond the initial informal meeting a satisfactory resolution is not reached, the department chair or program director will meet with the student grievant and the respondent. Within fifteen instructional days of that meeting, the chair or program director will complete an investigation of the allegations and will reach conclusion. The chair or program director shall promptly communicate the decision to the student and the respondent. If the grievant is not satisfied with the results of the informal process, he or she may initiate a formal grievance procedure by contacting the appropriate college dean (or designee) or the responsible person at the next nonacademic level within fifteen instructional days of the decision. (P.S. 07-01)

Formal Grievance Procedure

To initiate the formal grievance procedure, the student is required to submit a written "statement of grievance" – a clear, concise, signed, and dated statement of events from the student's perspective. The statement should provide enough information to present a complete understanding of the situation and of the remedy sought by the student.

A student initiates the formal procedures by submitting the statement of grievance to the appropriate department chair or program director. The chair or director will then submit a copy of the statement of grievance to the appropriate college dean or next appropriate higher administrative level and to the respondent. The respondent is required to submit a written response to the chair or program director with ten instructional days. The chair or program director will then provide a copy of the respondent's reply to the grievant and to the college dean or next appropriate higher administrative level.

The dean or appropriate administrator has a period of ten instructional days to review the case, during which he or she may opt to seek additional information from the parties involved or from witnesses. By the end of that ten-day period, the dean or administrator will either (1) render a decision or (2) convene a College Hearing Committee to

investigate further. The student shall have the right to request that a College Hearing Committee be convened.

College Hearing Committee

If required, a College Hearing Committee will consist of an administrator representing the dean, two faculty members elected from the Faculty Council of the appropriate College, a student representative elected from the Student Council of the appropriate College, a designee of the vice president for student services, and faculty adviser elected by the Academic Advising Council appropriate to the grievance. All meetings of the College Hearing Committee will be closed to the public, and no transcripts will be prepared. If the college hearing committee seeks evidence by means of personal testimony, the meeting at which such evidence is presented shall be conducted in the manner of any other academic committee meeting and is not considered a formal hearing. Both the grievant and respondent shall be given opportunities to present their views. There shall be no cross-examination.

The charge of a College Hearing Committee is to investigate and then to recommend to the dean a proposed resolution. The College Hearing Committee will review the grievance and, if necessary, forward supplemental queries to the respondent and to the department chair and program director involved – along with direction to submit written responses with twenty instructional days. Once the College Hearing Committee has received the written responses, it will review all available evidence, conduct deliberations, and then choose one of the three courses of action:

- Remand the grievance to the dean with a recommendation of immediate corrective action in favor of the grievant – based on sufficient evidence of a violation of (1) university regulation or policy or (2) principle of due process or (3) both.
- Defer a decision to allow for further investigation and gathering of evidence. In the case of such a continuation, both the grievant and the respondent will be notified in writing of the additional evidence required and whether that evidence should be provided in writing or in personal testimony.
- Dismiss the grievance based on a (1) lack of sufficient evidence of a violation of the university regulation or policy and (2) confirmation of adherence to principles of due process.

The College Hearing Committee will forward the recommendation to the dean. The dean will then make a decision and forward that decision to the respondent and grievant. If neither the respondent nor the grievant requests further review, then the grievance process ends.

If either party wishes to appeal the decision of the Dean, the appeal, in writing, may be made to the Provost (academic) or appropriate Vice President (non-academic). The appeal must be made within 10 instructional days of the dean's decision. The Provost or Vice President will notify both parties of the appeal and convene a University Hearing Committee to investigate further.

University Hearing Committee

If required, a University Hearing Committee will consist of an administrator representing the Provost, three faculty members selected from the Panel on Professional

Responsibility according to the procedures of that policy, and a student elected from the Associated Students, Inc. All meetings of the University Hearing Committee will be closed to the public, and no transcripts will be prepared. If the University Hearing Committee seeks evidence by means of personal testimony, the meeting at which such evidence is presented shall be conducted in the manner of any other academic committee meeting and is not considered a formal hearing. Both the grievant and respondent shall be given opportunities to present their views. There shall be no cross-examination.

The charge of a University Hearing Committee is to investigate and then to recommend to the Provost a proposed resolution. The University Hearing Committee will review the grievance and, if necessary, forward supplemental queries to the respondent and to the Provost – along with direction to submit written responses within 20 instructional days. Once the University Hearing Committee has received the written responses, it will review all available evidence, conduct deliberations, and then choose one of the three courses of action:

- Remand the grievance to the Provost with a recommendation of immediate corrective action in favor of the grievant – based on sufficient evidence of a violation of (1) university regulation or policy or (2) principle of due process or (3) both.
- Defer a decision to allow for further investigation and gathering of evidence. In the case of such a continuation, both the grievant and the respondent will be notified in writing of the additional evidence required and whether that evidence should be provided in writing or in personal testimony.
- Dismiss the grievance based on a (1) lack of sufficient evidence of a violation of the university regulation or policy and (2) confirmation of adherence to principles of due process.

The University Hearing Committee will forward the recommendation to the Provost. The Provost will then make a decision and forward that decision to the respondent and grievant. The University Hearing Committee shall function as the final level of this grievance process.

41301. Standards for Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

(a) Student Responsibilities

Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and to contribute positively to student and university life.

(b) Unacceptable Student Behaviors

The following behavior is subject to disciplinary sanctions:

(1) Dishonesty, including:

- (A) Cheating, plagiarism, or other forms of academic

dishonesty that are intended to gain unfair academic advantage.

- (B) Furnishing false information to a University official, faculty member, or campus office.
 - (C) Forgery, alteration, or misuse of a University document, key, or identification instrument.
 - (D) Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.
- (2) Unauthorized entry into, presence in, use of, or misuse of University property.
 - (3) Willful, material and substantial disruption or obstruction of a University related activity, or any on-campus activity.
 - (4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
 - (5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
 - (6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
 - (7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
 - (8) Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
 - (9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
 - (10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
 - (11) Theft of property or services from the University community, or misappropriation of University resources.
 - (12) Unauthorized destruction, or damage to University property or other property in the University community.

- (13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
- (14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
- (15) Misuse of computer facilities or resources, including:
 - (A) Unauthorized entry into a file, for any purpose.
 - (B) Unauthorized transfer of a file.
 - (C) Use of another's identification or password.
 - (D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
 - (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - (F) Use of computing facilities and resources to interfere with normal University operations.
 - (G) Use of computing facilities and resources in violation of copyright laws.
 - (H) Violation of a campus computer use policy.
- (16) Violation of any published University policy, rule, regulation or presidential order.
- (17) Failure to comply with directions or, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
- (18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
- (19) Violation of the Student Conduct Procedures, including:
 - (A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - (B) Disruption or interference with the orderly progress of a student discipline proceeding.
 - (C) Initiation of a student discipline proceeding in bad faith.
 - (D) Attempting to discourage another from participating in the student discipline matter.
 - (E) Attempting to influence the impartiality of any participant in a student discipline matter.
 - (F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - (G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- (20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.
- (c) Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.
- (d) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between

academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

41302. Disposition of Fees; Campus Emergency; Interim Suspension

The President of the campus may place on probation, suspend or expel students for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such students for the semester, quarter, or summer session in which they are suspended or expelled will be refunded. If the students are readmitted before the close of the quarter, or summer session in which they are suspended, no additional tuition or fees will be required on account of the suspension.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, or measures deemed necessary or appropriate to meet the emergency, to safeguard persons and property, and to maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension will be given prompt notice of charges and the opportunity for a hearing within ten days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of The California State University other than to attend the hearing. Violation of any condition of interim suspension will be grounds for expulsion.

41303. Conduct by Applicants for Admission

Notwithstanding any provision to the contrary, admission or readmission may be qualified or denied to any persons who, while not enrolled as students, commit acts which, were they enrolled as students, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any persons who, while students, commit acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases will be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for The California State University

The Chancellor will prescribe, and may from time to time revise, a code of student disciplinary procedures for The California State University. Subject to other applicable law, this code will provide for determinations of fact and

sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admissions or denial of admission under Section 41303; the authority of the campus President in such matters; conduct-related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor will report to the Board actions taken under this section.

The current University regulation on alcoholic beverages is stated in the CSULB Policies, Information and Regulations Handbook published by the Office of Student Affairs.

Additional detailed information relating to student discipline is available in the Office of Student Affairs, and from the Office of the Vice President for Student Services.

Civil and Criminal Penalties for Violation of Federal Copyrights Law

Anyone who is found to be liable for copyright infringement may be ordered to pay either actual damages suffered as a result of the infringement along with any profits of the infringer attributable to the infringement that are not already taken into account in computing the actual damages, or "statutory" damages between \$750 and \$30,000 per work infringed. In the case of a "willful" infringement, a court may award up to \$150,000 per work infringed. (See 17 U.S.C. §504.) Courts also have discretion to award costs and attorneys' fees to the prevailing party. (See 17 U.S.C. §§504 & 505.) Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. Criminal penalties may vary depending on the nature of the offense and whether the infringer has previously been convicted of criminal copyright infringement under 18 U.S.C. §2319. (See 17 U.S.C. §506 & 18 U.S.C. §2319.)

Administrative Action

Procedures and sanctions of the Office of Judicial Affairs are under the administration of the Vice President for Student Services and are conducted pursuant to the authority provided in Section 41301 of Title 5 of the California Code of Regulations. Copies of Section 41301 of Title 5 may be found in the University *Catalog* and the Campus Regulations available in the Office of Judicial Affairs. Copies of Chancellor's Executive Order 970, "Student Conduct Procedures" are also available upon request.

The Vice President for Student Services will report annually to the President and the Chair of the Academic Senate a summary of the charges concerning cheating and plagiarism brought before the Office of Judicial Affairs.

Judicial Affairs

The Office of Judicial Affairs (Brotman Hall - 377) provides assistance with the interpretation and enforcement of campus regulations. Complete copies of the CSULB "Campus Regs," including a listing of infractions which may result in student disciplinary action under Title 5, Section 41301, of the California Code of Regulations, "Probation,

Suspension and Expulsion of Students," are available in this office; also available are copies of Executive Order 970, "Student Conduct Procedures." General assistance and aid in directing individuals to the proper procedures, departments and personnel may be obtained in this office.

Alleged violations are investigated primarily through informal office conferences with the involved students. The conferences which are held as a result of impending disciplinary action are:

1. To clarify the referral, the charges, or the circumstances involved;
2. To prevent the incidence of, or further occurrences of, violations; and
3. To educate as a preventive experience and to indicate the possible consequences as a result of committing a violation. Discussion is centered on the cause-and-effect relationship of various courses of action and, when possible, alternate paths or solutions are explored.

Fee Establishment and Policies

Average Support Cost per Full-Time Equivalent Student and Sources of Funds

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2014/15 budget amounts were \$2,399,439,000 from state General Fund (GF) appropriations (not including GF debt service) and before adding \$71.1 million CalPERS retirement adjustment, \$1,592,256,000 from tuition fee revenue and after tuition fee discounts (forgone revenue), and \$453,018,000 from other fee revenues for a total of \$4,444,713,000. The 2014/15 resident FTES target is 346,050 and the nonresident FTES based on past-year actual is 15,568 for a total of 361,618 FTES. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and nonresident students. FTES is determined by dividing the total academic student load (e.g. 15 units per semester) (the figure used here to define a full-time student's academic load).

The 2014/15 average support cost per FTES based on GF appropriation and net tuition fee revenue only is \$11,324 and when including all sources as indicated below is \$13,396, which includes all fee revenue (e.g. tuition fees, application fees, and other campus mandatory fees) and debt service in the CSU Operating Fund. Of this amount, the average net tuition and other fee revenue per FTES is \$5,643.

2014/15	Amount	Avg Cost per	
		FTES	%
State Appropriation (GF) ¹	2,399,439,000	6,934	51.8%
General Fund Debt Service ²	296,316,000	819	6.1%
Net Tuition Fee Revenue ³	1,592,256,000	4,390	32.8%
Other Fee Revenues ³	453,018,000	1,253	9.3%
Total Support Cost	4,741,029,000	13,396	100.0%

- ¹ Represents state GF appropriation in the Budget Act of 2014/15; GF is divisible by resident students only (346,050 FTES) and does not include General Fund Debt Service.
- ² A major change in the CSU budget appropriation beginning in 2014/15 is the fold in of state General Obligation bond debt service expense (\$197.2M) into the CSU main appropriation and movement of CSU lease revenue bonds debt service from a separately identified appropriations item to the CSU main appropriation item (\$99.1M).
- ³ Represents CSU Operating Fund, Tuition Fee and other fees revenue amounts (net of tuition fee discounts) submitted in campus August 2014/15 final budgets. Revenues are divisible by resident and nonresident students (361,618 FTES).

The average CSU 2014/15 academic year, resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the university is \$6,759 (\$5,472 tuition fee plus \$1,287 average campus-based fees). However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Procedure for the Establishment or Abolishment of Campus-Based Fees

The law governing the California State University provides that specific campus fees defined as mandatory, such as a student body association fee and a student body center fee, may be established. A student body association fee must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose. The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students at the University. Student body association fees support a variety of cultural and recreational programs, childcare centers, and special student support programs. A student body center fee may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). Once bonds are issued, authority to set and adjust student body center fees is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code sections 90012, 90027, and 90068.

A student body center fee may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). The student body fee was established at CSULB by student referendum in April 7, 2000. The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust student body center

fees is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code, sections 90012, 90027, and 90068. Student body association fees support a variety of cultural and recreational programs, childcare centers, and special student support programs.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum as established by Executive Order 1054, Section III. The campus President may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may adjust campus-based mandatory fees, but must request the Chancellor establish a new mandatory fee. The President shall provide to the fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the Chancellor a complete inventory of all campus-based mandatory fees.

For more information or questions, please contact the Budget Office in the CSU Chancellor's Office at (562) 951-4560.

Tax Credits for Higher Education

The Taxpayer Relief Act of 1997 encourages postsecondary and continuing education by providing tax benefits to students and their families. Taxpayers can claim one, or in some cases, two of these new tax credits for expenses they pay for postsecondary education for themselves and their dependent children. These tax credits can directly reduce the amount of federal income tax for returns filed.

The Hope Scholarship Credit is available on a per-student basis for the first two years of postsecondary education. The maximum credit is \$1,500 per student. It will be offered to students or parents who pay tuition and related expenses for attendance at least half-time in a degree-granting program.

The Lifetime Learning Credit provides a tax credit to parents and/or students of up to \$2,000 of total annual educational expenses, per return.

Education expenses that are paid with tax-free grants, scholarships, are not eligible for either tax credit. Education expenses paid with loans are eligible for these tax credits. Interest paid on qualified student loans may also be deductible from taxpayer income. Interest can be taken as a deduction during the first 60 months (5 years) of repayment on student loan.

To assist you in taking advantage of these tax credits, the University will provide you with the following information:

- Form 1098T (Tuition Payments Statement) - This form must be submitted along with your federal tax return to claim these credits.
- Form W-9S (Request for Student's or Borrower's Social Security Number and Certification). This form should be completed and returned to the University, if your social security number is incorrect.
- Telephone inquiries at (562)985-8280
- Online at MyCSULB.edu

- In-person inquiries at Brotman Hall 155
- IRS Publication 970, Tax Benefits for Education www.irs.gov

Either your lender or loan servicer will provide interest deduction information to you. Those eligible will be provided with a 1098E form, which must be submitted along with your federal tax return to claim this deduction.

NOTE: The information described above, and the information available via mysculb.org or phone regarding the new tax benefits, is in general terms. Your ability to claim these tax benefits depends on your individual circumstances. We recommend that you consult a tax advisor to determine your personal eligibility.

Emeriti Faculty

(Number in parentheses indicates year of appointment)

Ingrid Aall (1969) Professor Emerita, 2002

Art

Herbert L. Aarons (1965) Associate Professor Emeritus, 1991

Sociology

Paul Abels (1986) Professor Emeritus, 2000

Social Work

Roger A. Acey (1983) Professor Emeritus, 2012

Chemistry and Biochemistry

Rifaat Ali Abou-El-Haj (1964) Professor Emerita, 1995

History

Dorothy Z. Abrahamse (1967) Professor Emeritus, 2007

History

Eugene Albert (1967) Associate Professor Emeritus, 1992

Mathematics

Leonard O. Albright (1984) Professor Emeritus, 2000

Occupational Studies

Kamal T. Al-Chalabi (1966) Professor Emeritus, 1990

Civil Engineering

F. King Alexander (2006) President Emeritus, 2013

Advanced Studies in Education and Counseling

Robert L. Alexander (1964) Professor Emeritus, 1991

Civil Engineering

Frank J. Alfieri (1967) Professor Emeritus, 1994

Biological Sciences

M. Shafqat Ali (1967) Professor Emeritus, 2001

Mathematics

Linda Alkana (1980) Lecturer Emerita, 2013

History

Barbara S. Allen (1970) Professor Emerita, 1995

Music

Judith N. Allen (1996) Professor Emerita, 2008

Dance

Rajen S. Anand (1970) Professor Emeritus, 2003

Biological Sciences

Karl W. E. Anatol (1969) Provost Emeritus, 2002

Academic Affairs

Shane Andre (1967) Professor Emeritus, 1994

Philosophy

Dennis M. Anjo (1984) Professor Emeritus, 2011

Chemistry and Biochemistry

Carl R. Anselmo (1964) Professor Emeritus, 1994

Biological Sciences

Mary Anwar (1977) Lecturer Emerita, 2009

Educational Psychology, Administration, and Counseling

Mohammad Z. Anwar (1965) Professor Emeritus 2010

Physics and Astronomy

James W. Archie (1989) Professor Emeritus, 2014

Biological Sciences

Alfonso L. Archuleta (1965) Associate Professor Emeritus, 1983

Spanish/Portuguese

Luis L. Arroyo (1995) Professor Emeritus, 2014

Chicano and Latino Studies

John J. Attinasi (1993) Professor Emeritus, 2006

Teacher Education/Linguistics

Charles W. Austin (1966) Professor Emeritus, 1994

Mathematics

R. Dean Ayers (1967) Professor Emeritus, 2003

Physics and Astronomy

John M. Bachar, Jr. (1969) Professor Emeritus, 2000

Mathematics

Patricia A. Bachelor (1985) Professor Emerita, 2005

Psychology

Julia Baham (1986) Lecturer Emerita, 2015

Mathematics and Statistics

Jerry Bailor (1968) Associate Professor Emeritus, 1990

Theatre Arts

Peter Baine (1968) Professor Emeritus, 2001

Chemistry and Biochemistry

Dan F. Baker (1961) Professor Emeritus, 1986

Radio, Television, and Film

Phillip C. Baker (1969) Associate Professor Emeritus, 2003

Biological Sciences

R. Conrad Barrett (1988) Professor Emeritus, 2005

Comparative World Literature and Classics

Eleanor H. Bates (1970) Professor Emerita, 1988

Anthropology

Donald L. Bates (1974) Professor Emeritus, 1995

Management and Human Resources Management

Anthony Battaglia (1974) Professor Emeritus, 2003

Religious Studies

Roger D. Bauer (1959) Dean, Professor Emeritus, 1992

Chemistry

Alwin L. Baum (1989) Professor Emeritus, 2010

Comparative World Literature and Classics

Randall C. Beattie (1972) Professor Emeritus, 2010

Communicative Disorders

Marion S. Beaumont (1967) Professor Emerita, 1996

Economics

Alexander L. Beckman (1986) Professor Emeritus, 2006

Psychology

Howard B. Beckwith (1969) Professor Emeritus, 2000

Mathematics

Earl S. Beecher (1961) Professor Emeritus, 1994

Finance, Real Estate and Law

Donald A. Beegle (1963) Professor Emeritus, 1988

Health Science

Virginia M. Belt (1963) Professor Emerita, 1983

Finance

Robert H. Berdan (1985) Professor Emeritus, 2003

Educational Psychology, Administration, and Counseling

Marilyn J. Bergin (1971) Senior Assistant Librarian Emerita, 1997

Stephen E. Berk (1970) Professor Emeritus, 2004

History

Stewart Berkshire (1974) Associate Professor Emeritus, 1988

Accountancy

Michael E. Bernard (1995) Professor Emeritus, 2005

Educational Psychology, Administration, and Counseling

Robert M. Bersi (1987) Professor Emeritus, 2004

Public Policy and Administration

David A. Bernstein (1967) Professor Emeritus, 1999

History

Arnold J. Berry (1973) Professor Emeritus, 1992

Chemistry and Biochemistry

Berryhill, Stuart R. (1979) Professor Emeritus, 2015

Chemistry and Biochemistry

Richard P. Birkemeier (1985) Director Emeritus, 2014

California Institute for the Preservation of Jazz

Jutta G. Birmele (1990) Professor Emerita, 2006

Romance, German, Russian Languages and Literatures

Mark C. Biedebach (1967) Professor Emeritus, 1996

Biological Sciences

Hamdi Bilici (1988) Professor Emeritus, 2011

Finance

Virginia L. Binder (1967) Professor Emerita, 2004

Psychology

Albert G. Black (1962) Associate Professor Emeritus, 1988

English

Janet E. Black (1990) Professor Emerita, 1998

Social Work

Paul V. Black (1969) Professor Emeritus, 2005

History

Stuart E. Black (1962) Associate Professor Emeritus, 1991

Computer Engineering and Computer Science

Stephen K. Blumberg (1975) Professor Emeritus, 1998

Public Policy and Administration

David Bojarsky (1983) Professor Emeritus, 2012

Accountancy

David C. Borders (1962) Professor Emeritus, 1990
Art

Archie Boston (1977) Professor Emeritus, 2005
Art

James A. Bourret (1968) Professor Emeritus, 1992
Biological Sciences

Angela Bowen (1996) Assistant Professor Emerita, 2008
Women's Studies

Christina Bowman (1982) Lecturer Emerita, 2008
Comparative World Literature and Classics

Alice M. Brekke (1970) Professor Emerita, 1991
English

Nancy E. Briggs (1970) Professor Emerita, 2004
Communication Studies

Helen H. Britton (1981) Librarian Emerita, 1991

Robert J. Brophy (1968) Professor Emeritus, 1993
English

Jeffrey L. Broughton, (1976) Professor Emeritus, 2015
Religious Studies

Lee M. Brown (1998) Professor Emeritus, 2001
Journalism

William E. Buckner (1970) Professor Emeritus, 1990
Home Economics and Gerontology

Howard V. Burman (1988) Professor Emeritus, 2004
Theatre Arts

Ella G. Burnett (1997) Professor Emerita, 2008
Teacher Education

Marka Burns (1981) Lecturer Emerita, 2012
Liberal Studies and Art

Roland E. Bush (1969) Professor Emeritus, 2005
Comparative World Literature and Classics

Jerry D. Byrd (1982) Lecturer Emeritus, 1992
Recreation and Leisure Studies

Guy H. Cain, Jr. (1960) Associate Professor Emeritus, 1980
Electrical Engineering

Luis Ma. R. Calingo (2000) Dean Emeritus, 2006
College of Business Administration

Linda Callahan (2000) Professor Emerita, 2010
School of Nursing

George L. Callison (1969) Professor Emeritus, 1996
Biology

Daniel A. Campbell (1962) Professor Emeritus, 1990
Physical Education

Janet Campbell (1965) Senior Assistant Librarian, Emerita, 1998

Herbert L. Camburn (1960) Professor Emeritus, 1996
Theatre Arts

Filemon C. Campo-Flores (1972) Professor Emeritus, 1996
Management/Human Resources Management

Joanne Conley (1994) Lecturer Emerita, 2015
Recreation and Leisure Studies

Harold L. Cannon (1968) Professor Emeritus, 2002
Romance, German, Russian Languages and Literatures

Richard E. Cantey (1972) Psychologist Emeritus, 2003
Counseling and Psychological Services

Joel W. Carissimo (1969) Professor Emeritus, 2004
Computer Engineering and Computer Science

David Carlberg (1966) Professor Emeritus, 1999
Biological Sciences

Earl R. Carlson (1961) Professor Emeritus, 1990
Psychology

Ashley B. Carr (1984) Professor Emerita, 2002
Theatre Arts

Charles L. Carter (1985) Professor Emeritus, 2006
Physical Therapy

Jean Marie Casey (1987) Professor Emerita, 2003
Teacher Education

Robert W. Cash (1970) Professor Emeritus, 1995
Educational Psychology and Administration

Richard L. Celsi (1989) Professor Emeritus, 2010
Marketing

Augustus Cerillo Jr. (1967) Professor Emeritus, 2000
History

Kay Cerny, (1982) Professor Emeritus, 2015
Physical Therapy

Kwan M. Chan (1969) Professor Emeritus, 1998
Geological Sciences

Michael D. Chase (1983) Professor Emeritus, 2005
Accountancy

Chunduri V. Chelapati (1965) Professor Emeritus, 1996
Civil Engineering

Carlo Chiarenza (1999) Professor Emeritus, 2010
Italian Studies

Norma S. Chinchilla (1983) Professor Emerita, 2013
Women's, Gender and Sexuality Studies/Sociology

Philip S. Chong (1986) Professor Emeritus, 2013
Italian Studies Management and Human Resources Management

Francis L. Christ (1972) Counselor Emeritus, 1989

Hsiao-Ling Chu (1972) Professor Emeritus, 2006
Civil Engineering and Construction Engineering Management

Cheryl Clark (1969) Associate Professor Emerita, 2000
Philosophy

Patricia J. Clark (1990) Professor Emerita, 2002
Art

Clippinger, Karen (2002) Professor Emerita, 2015
Dance

Robert B. Clyde (1967) Counselor Emeritus, 1978

Joan Cobin (1973) Professor Emerita, 1988
Nursing

Floyd A. Cohen (1965) Professor Emeritus, 1992
Mathematics

Jeffrey A. Cohlberg (1975) Professor Emeritus, 2011
Chemistry and Biochemistry

Charles L. Cole (1967) Professor Emeritus, 1996
Economics

Charles T. Collins (1968) Professor Emeritus, 2001
Biological Sciences

Keith E. Collins (1969) Professor Emeritus, 2006
History

Keith R. Colman (1970) Professor Emeritus, 2004
Psychology

Michael E. Connor (1971) Professor Emeritus, 2004
Psychology

Jean L. Conroy (1961) Associate Professor Emerita, 1994
Mathematics

Gene R. Cooper (1969) Professor Emeritus, 2000
Art

Susan Cooper (1987) Lecturer Emerita, 2011
English

Margaret D. Costa (1974) Professor Emerita, 2010
Kinesiology

Gail Coster (1997) Lecturer Emerita, 2015
School of Nursing

Peter A. Cowan (1981) Professor Emeritus, 2004
Civil Engineering and Construction Engineering Management

Carole Cox (1988) Professor Emerita, 2006
Teacher Education

Duane C. Craven (1967) Associate Professor Emeritus, 1996
Communicative Disorders

Lyle R. Creamer (1962) Professor Emeritus, 1992
Psychology

Clyde A. Crego (1983) Director Emeritus, 2005
Counseling and Psychological Services

Domenic Cretara (1986) Professor Emeritus, 2010
Art

Thomas Crowe (1996) Lecturer Emeritus, 2013
Social Work

Simeon J. Crowther (1968) Professor Emeritus, 2003
Economics

Wendy A. Culotta (1973) Librarian Emerita, 2004

Larry G. Curtis (1969) Professor Emeritus, 1994
Music

Sandra J. Cynar (1986) Professor Emerita, 2005
Computer Engineering and Computer Science

Murray D. Dailey (1966) Professor Emeritus, 1992
Biological Sciences

Donald L. Dame (1965) Professor Emeritus, 1992
Art

Richard Danay (1985) Professor Emeritus, 2005
American Indian Studies

Barry M. Dank (1968) Professor Emeritus, 2000
Sociology

Carl M. Danson (1965) Professor Emeritus, 2000
Psychology

Radhe Das (1982) Professor Emeritus, 2003
Electrical Engineering

James A. Davis (1985) Professor Emeritus, 2011
Kinesiology

Molly Debysingh (1972) Professor Emerita, 1997
Geography

Gail Coster (1997) Lecturer Emerita, 2015

School of Nursing

Martha J. Dede (1999) Associate Professor Emerita, 2010
Graduate Center for Public Policy and Administration

Linda J. DeGuire (1990) Professor Emerita, 2010
Mathematics and Statistics

Doris C. DeHardt (1961) Professor Emerita, 1988
Psychology

John de Heras (1967) Professor Emeritus, 1997
Art

Kathryn V. Deitch (1997) Associate Professor Emerita, 2010
School of Nursing

Beverly DeLong-Tonelli (1966) Professor Emerita, 1993
Romance, German, Russian Languages and Literature

Robert L. Delorme (1966) Professor Emeritus, 1994
Political Science

Zohrab Demirdjian (1979) Professor Emeritus, 2005
Marketing

George D. Demos (1962) Professor Emeritus, 1983
Educational Psychology

Christopher D. Dennis (1985) Professor Emeritus, 2013
Political Science

Simon DeSoto (1969) Professor Emeritus, 2002
Mechanical and Aerospace Engineering

Robert J. DeVoe (1968) Associate Professor Emeritus, 1992
Management/Human Resources Management

Jerald A. Devore (1969) Professor Emeritus, 2000
Chemistry and Biochemistry

Wayne E. Dick (1981) Professor Emeritus, 2009
Computer Engineering and Computer Science

Harold R. Dilbeck (1969) Professor Emeritus, 1991
Finance, Real Estate and Law

Grace E. Dinerstein (1967) Professor Emerita, 1981
Home Economics

Gene L. Dinielli (1968) Professor Emeritus, 2010
English

Keith A. Dixon (1958) Professor Emeritus, 1992
Anthropology

Carl H. Dorn (1968) Professor Emeritus, 2013
Mathematics and Statistics

William R. Doud (1971) Professor Emeritus, 1989
Information Systems

Henry J. DuBois Jr. (1967) Associate Dean Emeritus, 2006
University Library

Stacy E. Dukes (1964) Associate Professor Emerita, 1988
Design

Dowell, David A. (1977) Interim Provost and Senior Vice President Academic Affairs Professor, Emerita, 2016
Psychology

Stephanie L. Eatmon (1998) Associate Professor Emerita, 2010
Health Science

Jana Echevarria (1993) Professor Emerita, 2006
Educational Psychology, Administration, and Counseling

Betty V. Edmondson (1964) Professor Emerita, 1999
Kinesiology and Physical Education

Edwards, Alejandra C. (1986) Professor Emerita, 2015
Economics

Robert F. Eggers (1964) Professor Emeritus, 1994
Theatre Arts

Robert H. Eisenman (1973) Professor Emeritus, 2002
Religious Studies

Lowell J. Eliason (1965) Professor Emeritus, 2002
Physics and Astronomy

Claudia Ellano (1985) Lecturer Emerita, 2012
Social Work

Timothy D. Emmons (1980) Psychologist Emeritus, 2003
Counseling and Psychological Services

Ali Eshett (1966) Professor Emeritus, 1998
Civil Engineering

Dale W. Evans (1988) Professor Emeritus, 2006
Health Science

Edward N. Evans (1970) Professor Emeritus, 2004
Computer Engineering and Computer Science

Connie J. Evashwick (1993) Professor Emeritus, 2006
Health Care Administration

Stuart Farber (1960) Assistant Dean of Students and Professor Emeritus, 2003
Student Services

Michael J. Farrell (1969) Professor Emeritus, 2002
Economics

Frank J. Fata (1986) Associate Dean Emeritus and Professor Emeritus, 2004
College of Liberal Arts/Comparative World Literature and Classics

Mamdouh M. Fayek (1989) Professor Emeritus, 2005
Design

Robert G. Finney (1977) Professor Emeritus, 2000
Film and Electronic Arts

Brian H. Finney (2003) Professor Emeritus, 2010
English

Patricia Finot (1977) Professor Emerita, 1999
Dance

Dennis G. Fisher (2000) Director Center for Behavioral Research and Services Professor Emeritus, 2015
Psychology

Janet M. Fisher (1989) Professor Emerita, 2010
Kinesiology

Stephen H. Fleck (1993) Associate Professor Emeritus, 2010
Romance, German, Russian Languages and Literatures

Gerald Ford (1969) Associate Professor Emeritus, 1994
Management/Human Resources Management

Kristine K. Forney (1978) Professor Emerita, 2011
Music - Bob Cole Conservatory of Music

Barbara Franklin (1967) Professor Emerita, 2000
Kinesiology and Physical Education

Francis, Robert D. (1987) Professor, Emeritus, 2015
Geological Sciences

Janice E. Frates (1997) Professor Emerita, 2011
Health Care Administration

Elliot Fried (1970) Emeritus, 2004
English

Robert H. Friis (1988) Emeritus, 2011
Health Science

Charlotte D. Furth (1966) Professor Emerita, 1990
History

Alice A. Gabrielson (1961) Senior Assistant Librarian Emerita, 1987

Charles P. Galt (1973) Professor Emeritus, 2004
Biological Sciences

John J. Garhammer (1985) Professor Emeritus, 2005
Kinesiology

Daniel E. Garvey (1976) Professor Emeritus, 1998
Journalism

Barbara C. George (1961) Professor Emerita, 2001
Finance, Real Estate and Law

Simon George (1961) Professor Emeritus, 1998
Physics and Astronomy

John E. Gessford (1990) Professor Emeritus, 1997
Information Systems

Norma B. Gibbs (1966) Associate Professor Emerita, 1992
Educational Psychology and Administration

Paul R. Gilon (1969) Professor Emeritus, 1992
Information Systems

C. Barclay Gilpin (1966) Professor Emeritus, 1998
Mechanical and Aerospace Engineering

Jeanette W. Gilsdorf (1989) Professor Emerita, 2004
Information Systems

Arthur P. Gittleman (1966) Professor Emeritus, 2010
Computer Engineering and Computer Science

Constance W. Glenn (1973) Professor Emerita, 2004
Art

Agathi Glezakos (1975) Lecturer Emerita, 2013
Social Work

Constantine Glezakos (1968) Professor Emeritus, 2003
Economics

Kathryn E. Goddard (1969) Director Emeritus, 2004
Center for Collaboration in Education

R. Michael Godfrey (1989) Professor Emeritus, 2005
Information Systems

Yvonne V. Gold (1972) Professor Emerita, 1998
Teacher Education

Dorothy M. Goldish (1958) Professor Emerita, 2003
Chemistry and Biochemistry

John Gonsalves, Jr. (1969) Professor Emeritus, 2003
Kinesiology and Physical Education

Catherine C. Goodman (1985) Professor Emerita, 2011
School of Social Work

Joanne L. Gordon (1989) Professor Emerita, 2013
Theatre Arts

Edward A. Gosselin (1969) Professor Emeritus, 2003
History

Franklin E. Gossette (1987) Professor Emeritus, 2005
Geography

Debra M. Grace (2001) Professor, Emerita, 2015
Accountancy

Jean M. Granger (1972) Professor Emerita, 2002
Social Work

Roswitha B. Grannell (1967) Professor, Emerita, 2015
Geological Sciences

Todd Gray (1997) Professor Emeritus, 2015
School of Art

Kenneth F. Green (1968) Professor Emeritus, 2014
Psychology

James N. Green (1996) Associate Professor Emeritus, 2006
History

Gary M. Greene (1993) Professor Emeritus, 2012
Advanced Studies in Education and Counseling

James R. Gregory (1970) Professor Emeritus, 1997
Anthropology

Kenneth M. Gregory (1973) Professor Emeritus, 2001
Biological Sciences

Jennifer Jen Grey (1975) Professor Emerita, 2012
Art

Wendy Griffin (1991) Professor Emerita, 2006
Women's Studies

Betty Rose Griffith (1968) Professor Emerita, 1988
Physical Education

Dixie A. Grimmett (1965) Professor Emerita, 2006
Kinesiology

Calvin D. Gross (1962) Professor Emeritus, 1992
Art

Mark W. Gross (1988) Professor Emeritus, 2008
Physics and Astronomy

Karl-Heinrich Grote (1984-1986, 1990) Professor Emeritus, 2006
Mechanical and Aerospace Engineering

Daniel Guerriere (1969) Professor Emeritus, 2002
Philosophy

Nezih Gunal (1989) Assistant Professor Emeritus, 2005
Civil Engineering and Construction Engineering Management

Emma Jean Gunderson (1971) Professor Emerita, 1997
Information Systems

Albert F. Gunns (1967) Professor Emeritus, 2001
History

Sharon R. Guthrie (1990) Professor Emerita, 2015
Kinesiology

**Holly Harbinger (1986) Associate Vice President
Academic Affairs, Faculty Affairs
Professor, Emerita, 2014**

Theatre Arts

David A. Hadlock (1985) Professor Emeritus, 2010
Art

Elaine J. Haglund (1972) Professor Emerita, 2004
Educational Psychology, Administration, and Counseling

Judith A. Hails (1972) Professor Emeritus, 2008
Criminal Justice

Karen L. Hakim-Butt (1994) Professor, Emerita, 2015
Kinesiology

Kathleen J. Halberg (1988) Associate Professor Emerita, 2001
Recreation and Leisure Studies

Bradley Hawkins (1995) Lecturer Emeritus, 2015

Religious Studies

Darwin C. Hall (1986) Professor Emeritus, 2010
Economics

Thomas E. Hall (1981) Professor Emeritus, 2005
Art

Michael J. Halliwell (1968) Professor Emeritus, 2004
Sociology

Arlene D. Hamilton (1966) Associate Professor Emerita, 1983
Home Economics

Eric L. Hansen (1989) Associate Professor Emeritus, 2007
Management/Human Resources Management

Forrest E. Harding (1971) Professor Emeritus, 2000
Marketing

Charles V. Harlow (1968) Professor Emeritus, 1994
Finance, Real Estate and Law

Marsha S. Harman (1966) Professor Emerita, 2003
Sociology

Robert C. Harman (1969) Professor Emeritus, 2000
Anthropology

Alice M. Harris (1969) Professor Emerita, 1998
Educational Psychology, Administration, and Counseling

Edwin R. Harris (1959) Professor Emeritus, 1997
Chemistry and Biochemistry

Joellen T. Hartley (1981) Professor Emerita, 2003
Psychology

Elisabeth S. Hartung (1988) Professor Emerita, 2009
Art

Michael Hassul (1981) Professor Emeritus, 2004
Computer Engineering and Computer Science

Luster E. Hauth (1964) Professor Emeritus, 1992
Speech Communication

Robert E. Hayes (1961) Professor Emeritus, 2001
Political Science

Stephen S. Heineman (1969) Professor Emeritus, 1992
Engineering Technology

Alan C. Henderson (1987) Professor Emeritus, 2006
Health Science

John F. Herrmann (1980) Professor Emeritus, 2001
Management/Human Resources Management

Robert M. Hertz (1969) Professor Emeritus, 2009
Linguistics/English

Truman O. Hickerson, Jr. (1965) Professor Emeritus, 1992
Accountancy

William J. Hickman (1989) Associate Professor Emeritus, 2011
Theatre Arts

John E. Higgins (1964) Professor Emeritus, 1980
History

Lloyd R. Hile (1968) Professor Emeritus, 2004
Chemical Engineering

Robert A. Hipkiss (1966) Professor Emeritus, 1997
English

Howard G. Hitchcock (1958) Professor Emeritus, 1990
Art

Ju-Shey Ho (1970) Professor Emeritus, 1999
Biological Sciences

Elizabeth Hoffman (1977) Lecturer Emerita, 2012
English

Rose Marie Hoffman (1997) Professor Emerita, 2010
Advanced Studies in Education and Counseling

Donald Hohl (1986) Lecturer Emeritus, 2013
English

David A. Horne, (1988) Professor, Emeritus, 2015
Marketing

Jean Houck (1990) Professor Emerita, 2008
Advanced Studies in Education and Counseling

Adelore L. Houde (1965) Professor Emeritus, 1985
Electrical Engineering

Chi-yu Yang Hu (1963) Professor Emerita, 2005
Physics and Astronomy

Harold G. Hubbard (1970) Professor Emeritus, 1999
Sociology

David G. Huckaby (1973) Associate Professor Emeritus, 2013
Biological Sciences

Phildon Huffaker (2000) Lecturer Emeritus, 2012
Philosophy

Edward J. Hughes (1990) Associate Professor, Emeritus, 2014
Religious Studies

Carol A. Hunter (1969) Professor Emerita, 1983
Educational Psychology and Administration

Harold R. Hunter (1987) Professor Emeritus, 2004
Health Care Administration

Ralph B. Hupka (1969) Professor Emeritus, 2005
Psychology

Lloyd T. Inui (1965) Professor Emeritus, 1992
Asian and Asian American Studies

Tomotaka Ishimine (1967) Professor Emeritus, 2006
Economics

Cathern M. Irwin (1961) Associate Professor Emerita, 1983
Health Science

Carol A. Itatani (1975) Professor Emerita, 2006.
Biological Sciences

Hazel O. Jackson (1994) Professor Emerita, 2004
Family and Consumer Sciences

Mary Jacob (1980) Professor Emerita, 2004
Family and Consumer Sciences

Min-Ten Jahn (1986) Professor Emeritus, 2010
Mechanical and Aerospace Engineering

Katherine James (199) Professor. Emerita, 2014
Recreation and Leisure Studies

Kenneth (James, 1982) Professor, Emeritus, 2015
Electrical Engineering/Computer Engineering and Computer Science

Willard D. James (1967) Professor Emeritus, 1987
Mathematics and Computer Science

Emanuel Jarasunas (1976) Professor Emeritus, 2002
Engineering Technology

Kenneth D. Jenkins (1970) Professor Emeritus, 1997
Biological Sciences

Marilyn Jensen (1965) Associate Vice President, Dean of University Academic Programs and Professor Emerita, 2000
Recreation and Leisure Studies

Owen O. Jenson (1966) Professor Emeritus, 1994
Speech Communication

John C. Jernigan (1970) Professor Emeritus, 2007
Comparative World Literature and Classics

Patricia E. Jersin (1965) Professor Emerita, 1991
Teacher Education

Gretchen A. Johnson (1969) Librarian Emerita, 2002
University Library and Learning Resources

Leayn Johnson (1981) Professor Emerita, 2005
Nursing

Richard J. Johnson (1959) Professor Emeritus, 1992
Instructional Systems Technology

William M. Johnson (1965) Associate Professor Emeritus, 2004
Philosophy

Irene Jones (1990) Professor Emerita, 2004
Romance, German, Russian Language and Literatures

Kristi S. Jones (1968) Professor Emerita, 2001
Art

Rita H. Jones (1964) Professor Emerita, 1996
Teacher Education

Thimios J. Jordanides (1964) Professor Emeritus, 2004
Electrical Engineering

Dale O. Jorgenson (1972) Professor Emeritus, 2009
Psychology

John R. Jung (1968) Professor Emeritus, 2002
Psychology

Jean-Jacques Jura (2005) Associate Professor Emeritus, 2013
Romance, German, Russian Languages and Literatures

Stanley Kahan (1961) Professor Emeritus, 1994
Theatre Arts

Arnold P. Kaminsky (1986) Professor Emeritus, 2013
Asian and Asian American Studies/History

Thomas J. Kampwirth (1971) Professor Emeritus, 1999
Educational Psychology, Administration, and Counseling

Hsin-Sheng C. Kao (1989) Professor Emerita, 2010
Asian and Asian American Studies

Edward Karabenick (1959) Professor Emeritus, 1998
Geography

Elizabeth S. Kaufman (1963) Professor Emerita, 1989
Nursing

Hamid R. Kavianian (1984) Professor Emeritus, 2005
Chemical Engineering

Michael L. Kearney (1960) Professor Emeritus, 1996
Finance, Real Estate and Law

Patricia Kearney (1987) Professor Emerita, 2013
Communication Studies

Kathleen L. Keller (1983) Professor Emerita, 2000
Nursing

Bonnie E. Kellogg (1989) Professor Emerita, 2007
Nursing

Wayne F. Kelly (1976) Professor Emeritus, 2000
Journalism

Patrick F. Kenealy (1988) Professor Emeritus, 2011
Physics and Astronomy

Elizabeth Kenneday (2000) Associate Professor Emerita, 2006
Art

Rowland E. Kerr (1968) Director Emeritus, 1995
Student Life and Development

Eugene E. Kessler (1969) Associate Professor Emeritus, 1986
French-Italian

Mohammed B. Khan (1984) Professor Emeritus, 2008
Information Systems

Balwant S. Khatra (1987) Professor Emeritus, 2013
Biological Sciences

Farideh Khoiny (1990) Associate Professor Emerita, 2008
Nursing

Juhee Kim (1966) Professor Emeritus, 1997
Biological Sciences

John C. Kimura (1967) Professor Emeritus, 1991
Geography

Ronald L. King (1964) Professor Emeritus, 1991
Information Systems

Marian Klemek (1992) Lecturer Emerita, 2011
Social Work

Byron C. Kluss (1959) Professor Emeritus, 1991
Biological Sciences and Gerontology

Stephen R. Knafel (1962) Professor Emeritus, 1999
English

Ruth E. Knudson (1995) Professor Emerita, 2008
Teacher Education

Danila Z. Korogodsky (1996) Associate Professor Emeritus, 2014
Theatre Arts

Margaret L. Koehler (1970) Professor Emerita, 1988
Nursing

Charles J. Kokaska (1969) Professor Emeritus, 1999
Educational Psychology, Administration, and Counseling

Marilyn Korostoff (1996) Professor Emerita, 2010
Advanced Studies in Education and Counseling

Lloyd Kramer (1973) Associate Director Library Emeritus, 1986

Joseph H. Krause (1955) Professor Emeritus, 1996
Art

Ronald A. Kroman (1959) Professor Emeritus, 1990
Biological Sciences

Rajendra Kumar (1983) Professor Emeritus, 2012
Electrical Engineering

Lorraine E. Kumpf (1987) Professor Emerita, 2011
Linguistics

Robert J. Kunst (1969) Professor Emeritus, 2001
Art

Dennis Kortheuer (1991) Lecturer Emeritus, 2014
History

James A. Kvapil, (1988) Professor, Emeritus, 2015
School of Art

Brian A. Lane (2002) Professor Emeritus, 2014
Film and Electronic Arts

H. John Lane (1963) Professor Emeritus, 1999
Computer Engineering and Computer Science

Daniel O. Larson (1988) Professor Emeritus, 2012
Anthropology

Mary J. Lass (1966) Professor Emerita, 1994
Teacher Education

Ann Lathrop (1989) Professor Emerita, 1999
Educational Psychology, Administration, and Counseling

Beth Lau (1990) Professor Emerita, 2010
English

Donald P. Lauda (1983) Dean, Professor Emeritus, 2002
College of Health and Human Services, Occupational Studies

Barry Lavay, (1989) Professor Emeritus, 2015
Kinesiology

Arlene Lazarowitz, (2004) Professor, Emerita, 2015
History

Joseph A. Lea (1968) Associate Professor Emeritus, 1997
College of Education

Dorothy Leach (1968) Counselor Emerita, 1987

Mary Ellen Leach (1968) Associate Professor Emerita, 2002
Kinesiology and Physical Education

Christopher T. Lee, (2000) Professor Emeritus, 2015
Geography

Isaiah C. Lee (1972) Professor Emeritus, 1997
Social Work

Jacqueline D. Lee (1989) Associate Professor Emerita, 2013.
Family and Consumer Sciences

Oliver C. Leinbach (1996) Professor Emeritus, 2006
Design

Gordon Leis (1966) Professor Emeritus, 1988
Sociology

William M. Leiter (1966) Professor Emeritus, 2010
Political Science

Alfred F. Leung (1989) Professor Emeritus, 2010
Physics and Astronomy

John M. Lenoir (1974) Professor Emeritus, 1984
Chemical Engineering

Lawrence S. Lerner (1969) Professor Emeritus, 1999
Physics and Astronomy

Arthur M. Levine (1974) Professor Emeritus, 2007
College of Business Administration

San Pao Li (1976) Professor Emeritus, 2001
Asian and Asian American Studies

Xiaoping Liang, (2000) Professor, Emerita, 2015
Linguistics

Dorothy Libby (1967) Associate Professor Emerita, 1988
Anthropology

Margaret E. Lichy (2000) Associate Professor, 2013
Family and Consumer Sciences

Van T. Lieu (1967) Professor Emeritus, 1996
Chemistry and Biochemistry

Paulino M. Lim, Jr. (1967) Professor Emeritus, 2000
English

James I. Linden (1968) Professor Emeritus, 1998
Psychology

Rhoda C. Lindner (1969) Professor Emerita, 1998
Psychology

John R. Lindquist (1966) Career Counselor Emeritus, 1987

Dar-Biau Liu (1986) Professor Emeritus, 2009
Computer Engineering and Computer Science

Gerald I. Locklin (1965) Professor Emeritus, 2003
English

Slawomir M. Lobodzinski (1983) Professor Emeritus, 2011
Electrical Engineering

Robert L. Loesch (1969) Professor Emeritus, 2006
Chemistry and Biochemistry

Donna Longstreet (1968) Senior Assistant Librarian Emerita, 1991

Annette Lohman (1998) Lecturer Emerita, 2015

Management and Human Resource Management

Rebecca A. Lopez (1990) Professor Emeritus, 2012
School of Social Work

Carol Lord (1999) Professor Emerita, 2010
Teacher Education / Linguistics

Alan S. Lowenthal (1969) Professor Emeritus, 2004
Psychology

Keung P. Luke (1966) Professor Emeritus, 1998
Physics and Astronomy

Kevin B. MacDonald (1985) Professor Emeritus, 2010
Psychology

Dan L. Madison (1983) Associate Professor Emeritus, 2000
Management/Human Resources Management

Joseph P. Magaddino (1973) Professor Emeritus, 2010
Economics

Sitikantha Mahapatra (1983) Professor Emeritus, 2009
Accountancy

Kevin C. Malotte (199) Professor, Emeritus, 2014
Health Science

Andrew Z. Mason (1989) Professor Emeritus, 2014
Biological Sciences

Carl Maltz (1986) Professor Emeritus, 2002
Computer Engineering and Computer Science

Peter Manarino (1984) Softball Head Coach Emeritus, 2007
Athletics

Whitney S. Mandel (1989) Professor Emerita, 2003
Journalism

Lionel Mandy (1999) Lecturer Emeritus, 2012
Africana Studies

Shirley Mangini (1987) Professor Emerita, 2004
Romance, German, Russian Languages and Literatures

Tulin E. Mangir (1994) Professor Emerita, 2013
Electrical Engineering

Steven L. Manley, (1988) Professor, Emeritus, 2015
Biological Sciences

Greayer Mansfield-Jones (1962) Professor Emeritus, 1992
Biological Sciences

William G. Margulies (1969) Professor, Emeritus, 2014
Mathematics and Statistics

Tom J. Maricich (1975) Professor Emeritus, 2006.
Chemistry and Biochemistry

Julius Marlowe (1982) Lecturer Emeritus, 2013
Sociology

Richard F. Marrs (1968) Associate Professor Emeritus, 2000
Teacher Education

Alain-Gerard Marsot (1968) Professor Emeritus, 1998
Political Science

Richard Martin (1977) Lecturer Emeritus, 2015
Management and Human Resource Management

Frederic J. Masback (1964) Professor Emeritus, 1989
English

Phyllis F. Maslow (1975) Professor Emerita, 1990
Educational Psychology and Administration

Andrew Mason (1989) Professor Emeritus, 2014
Biological Sciences

Charles F. Mason (1964) Professor Emeritus, 1979
Psychology

Joseph A. Mastropalo (1968) Professor Emeritus, 1994
Physical Education

Ralph E. Matkin (1987) Professor Emeritus, 2009
Advanced Studies in Education and Counseling

Barbara Matthews (1991) Lecturer Emerita, 2011
Theatre Arts

Justus F. Matthews (1971) Professor Emeritus, 2006
Music

Donald L. Maurer (1981) Professor Emeritus, 2000
Biological Sciences

Robert C. Maxson (1994) President Emeritus, 2005
Educational Psychology, Administration, and Counseling

Sylvia P. Maxson (1995) Associate Professor Emerita, 2005
English/Liberal Studies

Kenneth E. Maxwell (1963) Professor Emeritus, 1973
Biological Sciences

Charles E. May (1967) Professor Emeritus, 2001
English

M. Adrienne Mayberry (1975) Professor Emerita, 1998
Nursing

Darwin L. Mayfield (1956) Professor Emeritus, 1990
Chemistry

Joan E. McCauley (1969) Librarian Emerita, 2003

Wendell H. McCulloch (1974) Professor Emeritus, 1997
Finance, Real Estate and Law

Gloria McCullough May (1969) Professor Emerita, 1992
English

Sandra McMillan (1972) Professor Emerita, 2001
Film and Electronic Arts

Thomas A. McCullough (1969) Professor Emeritus, 2001
Mathematics

Patrick McDonough (1997) Professor Emeritus, 2005.
Theatre Arts

John M. McFaul (1963) Professor Emeritus, 1988
History

Marshall H. Medoff (1979) Professor Emeritus, 2011
Economics

Peter J. Mendez (1976) Associate Professor Emeritus, 2001
Art

Larry L. Meyer (1978) Professor Emeritus, 1992
Journalism

Ernest R. Mijares (1965) Professor Emeritus, 2003
Mechanical and Aerospace Engineering

Alan C. Miller (1974) Professor Emeritus, 2005
Biological Sciences

Edward Miller (1968) Professor Emeritus, 1998
Mechanical Engineering

Julia I. Miller (1988) Professor Emerita, 2010
Art

Deborah, H. Mitchell, (1994) Professor Emerita, 2014.
Music - Bob Cole Conservatory of Music

Leslie B. Mittleman (1957) Professor Emeritus, 1998
English

Hassan I. Mohamed-Nour (1988) Professor Emeritus, 2013
Electrical Engineering

Alosi J.M. Moloji (1994) Professor Emeritus, 2011
Africana Studies / English

Genevieve Monahan (1998) Associate Professor Emeritus, 2005
Nursing

Jonathan S. Monat (1978) Professor Emeritus, 2006
Management and Human Resources Management

Kyung Moon (1985) Lecturer Emeritus, 2012
Mathematics and Statistics

Walter H. Moore Jr. (1979) Professor Emeritus, 2004
Communicative Disorders

Tom D. Morgan (1967) Professor Emeritus, 1995
Physical Education

Harvey N. Morley (1989) Professor Emeritus, 2012
Criminal Justice

Frank S. Morris (1969) Associate Professor Emeritus, 1992
Teacher Education

Raymond J. Morris (1969) Professor Emeritus, 2003
Physical Therapy

Marianne Muller (1984) Lecturer Emerita, 2014
English

William A. Mulligan (1986) Professor Emeritus, 2011
Journalism

Ruth G. Mullins (1973) Professor Emerita, 2005
Nursing

Jack H. Munsee (1968) Professor Emeritus, 1998
Physics and Astronomy

Everett E. Murdock (1988) Professor Emeritus, 1998
Educational Psychology, Administration, and Counseling

Greta K. Nagel (1999) Professor Emerita, 2006
Teacher Education

Caesar Naples (1992) Trustee Professor Emeritus, 2002
Finance, Real Estate and Law

Barbara J. Nelms (1974) Professor Emerita, 2012
School of Nursing

Doris Nelson (1967) Professor Emerita, 1987
English

John A. Nelson, Jr. (1971) Dean, Professor Emeritus, 1983
School of Education, Educational Psychology and Administration

Loc T. Nguyen (1989) Associate Professor Emeritus, 2001
Accountancy

Thinh V. Nguyen (1986) Professor Emeritus, 2011
Computer Engineering and Computer Science

Alan T. Nishio (1972) Associate Vice President Emeritus, 2006
Student Services

Charles Noble (1987) Professor Emeritus, 2013
Political Science

Leslie Nord (1997) Lecturer Emerita, 2014
Romance, German, Russian Languages and Literatures

Susan G. Nummedal (1972) Professor Emerita, 2002
Psychology

John E. Nygaard (1963) Professor Emeritus, 1990
Psychology

Richard P. Nguyen, (1984) Professor, Emeritus, 2015
Civil Engineering and Construction Engineering Management.

Ortwin A. Ohtmer (1986) Professor Emeritus, 2006
Mechanical and Aerospace Engineering

Leonard Olguin (1974) Professor Emeritus, 1996
Teacher Education

John Oliver (1988) Professor Emeritus, 2010
Social Work

Nancy Rainville Oliver (1988) Associate Professor Emerita, 2006
Nursing

R. Warner Olsen, Jr. (1960) Senior Assistant Librarian Emeritus, 1992

Russel E. Orpet (1959) Professor Emeritus, 1992
Educational Psychology and Administration

Elizabeth T. Ortiz (1983) Professor Emerita, 2001
Social Work

Cynthia A. Osborne (1975) Professor Emerita, 2004
Art

Richard A. Outwater (1969) Professor Emeritus, 2003
Geography

Carolyn M. Owen (1970) Professor Emerita, 1986
Educational Psychology and Administration

Feliksas Palubinskas (1965) Professor Emeritus, 1988
Marketing

Nick D. Panagiotacopoulos (1980) Professor Emeritus, 2004
Electrical Engineering

Donald J. Para (1988) Professor Emeritus, 2014
Music - Bob Cole Conservatory of Music

Douglas A. Parker (1968) Professor Emeritus, 2005
Sociology

David E. Pastrana (1973) Professor Emeritus, 2004
Finance and Law

Carl Payne (1968) Professor Emeritus, 1990
Information Systems

David R. Peck (1967) Professor Emeritus, 1999
English

Fernando Peñalosa (1970) Professor Emeritus, 1990
Sociology

Leland M. Perry (1956) Professor Emeritus, 1990
Teacher Education

Paul G. Petersen (1962) Professor Emeritus, 1985
Psychology

Clayre K. Petray (1987) Professor Emerita, 2010
Kinesiology

Kenneth L. Pickard (1971) Associate Professor Emeritus, 2002

Information Systems
Timothy G. Plax, (1987) Professor Emeritus, 2015

Communication Studies
Joseph M. Plecnik (1985) Professor Emeritus, 2008
 Civil Engineering and Construction Engineering Management
Ferinand J. Plourde, Jr. (1966) Associate Professor Emeritus, 1994
 English
Henry N. Po (1968) Professor Emeritus, 2003
 Chemistry and Biochemistry
Keith Ian Polakoff (1969) Associate Vice President for Academic Affairs and Professor Emeritus, 2004
 History
Dora Beale Polk (1968) Professor Emerita, 1987
 English
Charles W. Pomeroy (1970) Associate Professor Emeritus, 2000
 English
Donna Pompei (1993) Lecturer Emerita, 2012
 Computer Engineering and Computer Science
Richard E. Porter (1970) Professor Emeritus, 1996
 Speech Communication
Micheal C. Pounds (1989) Professor Emeritus, 2014
 Film and Electronic Arts
Melchior D. Powell (1973) Professor Emeritus, 1992
 Public Policy and Administration
Yoko S. Pusavat (1972) Professor Emerita, 2002
 Asian and Asian American Studies
Charles E. Quest (1966) Professor Emeritus, 2001
 Philosophy
Michael T. Quinn (1970) Professor Emeritus, 1994
 Management/Human Resources Management
Louis E. Quinones (1965) Associate Professor Emeritus, 1992
 Technology Education
Bonnie J. Rader (1970) Professor Emerita, 1990
 Home Economics
Amen Rahh (1970) Associate Professor Emeritus, 2004
 Black Studies
Walter J. Raine (1968) Professor Emeritus, 1983
 Psychology
Alexander Rainof, (1998) Associate Professor, Emeritus, 2015
 Romance, German, Russian Languages and Literatures
Genevieve M. Ramirez (1974) Professor Emerita, 2013
 Chicano and Latino Studies
J. David Ramirez (1993) Professor Emeritus, 2004
 Educational Psychology, Administration, and Counseling/Teacher Education
Robert W. Ramsey (1957) Professor Emeritus, 1990
 Art
Karen Rasmussen (1989) Professor Emerita, 2010
 Communication Studies
Harnatha C. Reddy (1987) Professor Emeritus, 2006
 Electrical Engineering
Jo A. Redmon (1964) Professor Emerita, 1997
 Kinesiology and Physical Education
Yolanda Reed (1997) Lecturer Emerita, 2012
 Africana Studies
Gary Reichard (1994) Professor Emeritus, 2009
 History
Richard L. Resurreccion (1978) Professor Emeritus, 1999
 Occupational Studies
Henry Reyna (1970) Counselor Emeritus, 1987
Thomas A. Rhee (1988) Professor Emeritus, 2014
 Finance
Thomas J. Rhoads (1976) Professor Emeritus, 2010
 College of Business Administration
Fen Rhodes (1967) Professor Emeritus, 2000
 Psychology
Susan Rice-Quint (1987) Professor Emerita, 2005
 Social Work
Hans P. Ridder (1964) Associate Professor Emeritus, 1991
 Political Science
Gerry Riposa (1989) Professor Emeritus, 2012
 Political Science

William C. Ritz (1977) Professor Emeritus, 2000
 Science Education
Sharon L. Roberts (1974) Professor Emerita, 2005
 Nursing
James C. Robinson (1972) Professor Emeritus, 2003
 Black Studies
Thomas L. Robinson (1989) Professor Emeritus, 2005
 Mechanical and Aerospace Engineering
Johanna W. Roden (1962) Professor Emerita, 1991
 German and Russian
Mildred S. Rodriguez (1974) Professor Emerita, 1988
 Home Economics
Victor M. Rodriguez (2000) Associate Professor Emeritus, 2014
 Chicano and Latino Studies
Fred Rogers (1959) Associate Professor Emeritus, 1992
 Speech Communication
Robert F. Rooney (1970) Professor Emeritus, 1998
 Economics
Kay L. Roskam (1974) Professor Emerita, 1994
 Music
Ruth A. Ross (1980) Associate Professor Emerita, 1998
 Public Policy and Administration
Stephen B. Ross (1968) Professor Emeritus, 1999
 Linguistics
Patricia D. Rozee (1987) Professor Emerita, 2010
 Psychology/Women's, Gender, and Sexuality Studies
Ralph Rozenek (1988) Professor Emeritus, 2013
 Kinesiology
Alfonso Rueda (1989) Professor Emeritus, 2010
 Electrical Engineering
Kenneth W. Rugg (1964) Professor Emeritus, 1989
 Theatre Arts
Lowell R. Runyon (1968) Professor Emeritus, 2008
 Finance
George E. Rush (1973) Professor Emeritus, 2002
 Criminal Justice
Albert C. Russo (1988) Professor Emeritus, 2013
 Physical Therapy
Eugene E. Ruyle (1976) Professor Emeritus, 2002
 Anthropology
Michelle A. Saint-Germain (1995) Professor Emerita, 2012
 Public Policy and Administration
Eva Sakamoto (1967) Assistant Professor Emerita, 1982
 Nursing
David N. Samuelson (1966) Professor Emeritus, 2002
 English
Federico A. Sanchez (1969) Professor Emeritus, 1999
 Chicano Latino Studies
Jose Sanchez-H. (1988) Professor Emeritus, 2014
 Film and Electronic Arts
Valerie Santos (1997) Lecturer Emerita, 2011
 Philosophy
William F. Sater (1967) Professor Emeritus, 1995
 History
Harold K. Schefski (1986) Professor Emeritus, 2013
 Romance, German, Russian Languages and Literatures
Paul C. Schmidt (1968) Associate Professor Emeritus, 2004
 Political Science
Ronald J. Schmidt (1972) Professor Emeritus, 2006.
 Political Science
Rosemary T. Schmidt (1969) Assistant Vice President Emerita, 2001
 Division of Student Services
John H. Schmitt (1974) Professor Emeritus, 1989
 Spanish/Portuguese
Donald Schwartz (1987) Professor Emeritus, 2005
 History
Howard J. Schwartz (1969) Professor Emeritus, 2001
 Mathematics
Morton D. Schwartz (1970) Professor Emeritus, 2002
 Computer Engineering and Computer Science
Bruce L. Scott (1965) Professor Emeritus, 1996
 Physics and Astronomy

George M. Scott (1990) Associate Professor Emeritus, 2011
Anthropology

Elbert W. Segelhorst (1964) Professor Emeritus, 1992
Economics

Nail M. Senozan (1968) Professor Emeritus, 2002
Chemistry and Biochemistry

Thomas M. Serrett (1963) Assistant Librarian Emeritus, 1980

Norman E. Sexauer (1967) Professor Emeritus, 1992
Mathematics

Tyntje Shapli (1983) Professor Emerita, 2000
Dance

John J. Shaak (1963) Professor Emeritus, 1998
Art

Peter L. Shaw (1974) Professor Emeritus, 1994
Public Policy and Administration

Carol Shaw-Sutton (1989) Professor Emerita, 2010
Art

Nancy S. Sheley (2001) Professor Emerita, 2013
English

Kwang Y. Shen (1961) Professor Emeritus, 1998
Physics and Astronomy

Jae K. Shim (1981) Professor Emeritus, 2008
Accountancy

Gail Shoup (1969) Professor Emeritus, 1989
Theatre Arts

David L. Schult (1994) Lecturer Emeritus, 2014
Family and Consumer Sciences

Terrence A. Shuster (1989) Professor Emeritus, 2006
Biological Sciences

Martha A. Siegel (1975) Professor Emerita, 1994
Nursing

Gene R. Simonsen (1958) Professor Emeritus, 1990
Economics

Sidney B. Sims, Jr. (1960) Senior Assistant Librarian Emeritus, 1994
University Library

Lorelei P. Sinclair (1966) Assistant Librarian Emerita, 1991
University Library

William A. Sinclair (1970) Professor Emeritus, 2002
Kinesiology and Physical Education

Davinder Singh (1983) Professor Emeritus, 2009
Economics

Bernard J. Skalka (1967) Professor Emeritus, 1998
Theatre Arts

Iva L. Skov (1972) Professor Emerita, 1998
Economics

Carl J. Slawski (1970) Professor Emeritus, 2001
Sociology

Elbert L. Sleeper (1957) Professor Emeritus, 1992
Biological Sciences

Sara B. Sluss (1995) Librarian Emerita, 2009
University Library

Alton H. Smith (1957) Professor Emeritus, 1992
Mathematics

Craig R. Smith (1988) Professor Emeritus, 2010
Communication Studies/Film and Electronic Arts

Edward Smith (1998) Lecturer Emeritus, 2012
Management and Human Resources Management

Judy E. Smith (1980) Professor Emerita, 2010
School of Nursing

Donald H. Smith (1960) Professor Emeritus, 1986
Industrial Education

Peggy J. Smith (1968) Professor Emerita, 1992
Sociology

Robert J. Smith (1966) Professor Emeritus, 1992
Management/Human Resources Management

Nancy Jo Smith, (1987) Professor, Emerita, 2015
Theatre Arts

Sara W. Smith (1969) Professor Emerita, 2004
Psychology/Linguistics

John C. Snidecor (1969) Professor Emeritus, 2005
Art

Clifton Snider (1974) Lecturer Emeritus, 2009
English

Larry C. Snider (1970) Librarian Emeritus, 2000
University Library

Lynn S. Snyder (1988) Professor Emerita, 1998
Communicative Disorders

Christian Soe (1967) Professor Emeritus, 2001
Political Science

Lydia Sondhi (1985) Associate Professor Emerita, 2009
Family and Consumer Sciences

George A. Spangler (1971) Professor Emeritus, 2004
Philosophy

Colleen Sparks (1978) Professor Emerita, 1997
Nursing

Judith Sparks (1985) Lecturer Emerita, 2010
Management and Human Resources Management

Richard D. Spiese (1967) Associate Professor Emeritus, 1997
English

Richard Spiller (1969) Professor Emeritus, 1997
Marketing

Joel B. Splansky (1969) Professor Emeritus, 2001
Geography

Arnold R. Springer (1968) Professor Emeritus, 2001
History

Bede Ssensalo (1977) Professor Emeritus, 2010
Africana Studies

Sue M. Stanley (1986) Associate Dean, Emerita, 2014
College of Health and Human Services

Associate Professor
Family and Consumer Sciences

Roger R. Stanton (1966) Professor Emeritus, 2011
Management and Human Resources Management

Raymond T. Stefani (1971) Professor Emeritus, 2004
Electrical Engineering

James D. Stein (1989) Professor Emeritus, 2009
Mathematics and Statistics

Meyer L. Stein (1974) Professor Emeritus, 1989
Journalism

Barry H. Steiner (1968) Professor Emeritus, 2012
Political Science

A. Jay Stevens (1968) Professor Emeritus, 2002
Political Science

Thomas G. Stevens (1973) Psychologist Emeritus, 2004
Counseling and Psychological Services

Perri J. Stinson (1969) Professor Emerita, 1988
Information Systems

Herbert Stone (1958) Professor Emeritus, 1995
Management/Human Resources Management

Jack M. Stuart (1967) Professor Emeritus, 2000
History

Vala J. Stults (1993) Lecturer Emerita, 2008
Family and Consumer Sciences

Roy A. Sugimoto (1969) Associate Professor Emeritus, 1988
Teacher Education

Gerald L. Sullivan (1968) Professor Emeritus, 1998
English

Dee Bruce Sun (1990) Professor Emeritus, 2007
Information Systems

Frank E. Swatek (1956) Professor Emeritus, 1992
Biological Sciences

Frederick M. Swensen (1961) Professor Emeritus, 1990
French/Italian

Leslie K. Swigart (1971) Librarian Emerita, 2014

Linda S. Symcox (2000) Professor Emerita, 2014
Teacher Education

Hooshang Tahsiri (1981) Lecturer Emeritus, 2012
Physics and Astronomy

Mary Christine Talmadge (1993) Professor Emerita, 2001
Nursing

Peng-Hock Philip Tan, (2001) Associate Professor

School of Social Work

Lindsay A. Tartre, (1985) Professor, Emeritus, 2015

Mathematics and Statistics

Norma Bernstein Tarrow (1968) Professor Emeritus, 1997
Teacher Education

Kenneth S. Teel (1969) Professor Emeritus, 1988
Management/Human Resources Management

Joan C. Templeton (1957) Professor Emerita, 1994
Design

Philip Thames (1993) Lecturer Emeritus, 2012
Finance

Joan L. Theurer (2001) Professor Emerita, 2013
Teacher Education

Cher Thomas (1982) Professor Emerita, 2007
Psychology

Joy E. Thomas (1981) Librarian Emerita, 2003

Lindsay Thomas, Jr. (1961) Professor Emeritus, 1992
French and Italian

James A. Till (1999) Professor Emeritus, 2012
Communicative Disorders

Talmadge C. Tillman, Jr. (1968) Professor Emeritus, 1991
Accountancy

Djoe T. Tjioe (1970) Associate Professor Emeritus, 2000
Biological Sciences

Dale P. Toohey (1972) Professor Emeritus, 2001
Kinesiology and Physical Education

Bruce J. Torby (1961) Professor Emeritus, 2000
Mechanical Engineering

Sam M. Torres (1995) Professor Emeritus, 2009
Criminal Justice

Robert G. Trout (1961) Professor Emeritus, 1991
Technology Education

Chan-Feng Tsai (1982) Professor Emeritus, 2009
Civil Engineering and Construction Engineering Management

Shirley C. Tsai (1983) Professor Emerita, 2007
Chemical Engineering

Ching H. Tsao (1965) Professor Emeritus, 1986
Mechanical Engineering

John N. Tsuchida, (1995) Professor Emeritus, 2015
Asian and Asian American Studies

Robert E. Tumelty (1974) Professor Emeritus, 1992
Health Care Administration

Efraim Turban (1991) Professor Emeritus, 1999
Information Systems

Theresa G. Turk (1970) Professor Emerita, 1995
Sociology

Steve H. Turley (1995) Associate Dean and Professor Emeritus, 2011
College of Education / Teacher Education

M. Barbara Turner (1966) Professor Emerita, 1999
Mathematics

Judith A. Tyner (1970) Professor Emerita, 2000
Geography

Skyne R. Uku-Wertimer (1970) Professor Emerita, 2012
Africana Studies

Paul S. Ullman (1958) Professor Emeritus, 1994
Sociology

Leland S. Vail (1995) Professor Emeritus, 2012
Music - Bob Cole Conservatory of Music

Julie Van Camp (1990) Professor Emerita, 2010
Philosophy

James J. Van Eimeren (1961) Professor Emeritus, 1994
Art

Katherine Van Giffen (1987) Associate Professor Emerita, 2010
Human Development/Advanced Studies in Education and Counseling

Sherry Vatter (1995) Lecturer Emerita, 2010
History

Maria L. Viera (1989) Professor Emerita, 2010
Theatre Arts

Mary Ellen Vogt (1989) Professor Emerita, 2004
Teacher Education

Dennis J. Volper (1988) Professor Emeritus, 2013
Computer Engineering and Computer Science

Hung Viet Vu (1988) Professor Emeritus, 2013
Mechanical and Aerospace Engineering

Charles T. Walker (1964) Professor Emeritus, 1991
Geological Sciences

(Milton) Glenn Walker (1964) Professor Emeritus, 1988
Sociology

Eugene C. Wallin (1956) Professor Emeritus, 1990
Art

Carolyn A. Wardrip (1981) Professor Emerita, 2001
Communicative Disorders/Linguistics

Kenneth K. Warner (1968) Professor Emeritus, 2001
Mathematics

Stuart L. Warter (1965) Professor Emeritus, 1997
Biological Sciences

Arthur K. Wayman (1976) Professor Emeritus, 2005
Mathematics and Statistics

William A. Weber (1968) Professor Emeritus, 2003
History

Derming Wang, (1983) Professor, Emeritus, 2015
Mathematics and Statistics

Rei-Tung Wang (1985) Professor Emeritus, 2014
Electrical Engineering

Eileen Wakiji, (1991), Librarian Emerita, 2015

University Library

Warren Weinstein (1994) Lecturer Emeritus, 2010
Philosophy and Asian and Asian American Studies

Donald J. Weinstock (1969) Professor Emeritus, 2000
English

Kaye E. West (1989) Associate Professor Emerita, 2000
Teacher Education

Jean D. Wheeler (1966) Professor Emerita, 2000
Geography

Paul M. Whisenand (1965) Professor Emeritus, 2000
Criminal Justice

Elaine E. White (1974) Professor Emerita, 2002
Nursing

Juniper Wiley (1990) Professor Emerita, 2011
Sociology

Betty Williams (1989) Professor Emerita, 1996
Nursing

Robert R. Wilson (1966) Professor Emeritus, 2001
Computer Engineering and Computer Science/Mathematics

Robert E. Winchell (1966) Professor Emeritus, 1995
Geological Sciences

William V. Wittich (1967) Professor Emeritus, 1998
Occupational Studies

Stanley Wolf (1979) Professor Emeritus, 1997
Electrical Engineering

Richard D. Wollmer (1970) Professor Emeritus, 2004
Information Systems

Edwin L. Woollett (1966) Professor Emeritus, 1999
Physics and Astronomy

Claudia R. Wright (1988) Professor Emerita, 2004
Educational Psychology, Administration, and Counseling

David J. Wurzer (1972) Professor Emeritus, 2001
Kinesiology and Physical Education

Leslie K. Wynston (1965) Professor Emeritus, 1998
Chemistry and Biochemistry

Tianwei Xie (1999) Professor Emeritus, 2013
Asian and Asian American Studies

Alva F. Yano (1963) Professor Emeritus, 1992
Physics and Astronomy

Jerry W. Yates (1974) Professor Emeritus, 2003
Design

Jo Ann R. Yates (1968) Professor Emerita, 1986
Communicative Disorders

Hsien-Yang Yeh (1988) Professor Emeritus, 2010
Mechanical and Aerospace Engineering

Bing C. Yen (1964) Professor Emeritus, 1992
Civil Engineering

William H. Ying (1964) Professor Emeritus, 1998
Civil Engineering

Fathi S. Yousef (1972) Professor Emeritus, 1997
Speech Communication

George J. Zebot (2005) Professor Emeritus, 2010
Art

Faculty and Administration

Abbuhi, Rebekha (2005) Associate Professor Linguistics B.A., Beloit College, Wisconsin; M.A., Ohio State University; Ph.D., Georgetown University.	Anderson, Treshawn (2015) Assistant Professor Family and Consumer Sciences B.A., M.A., California State University, Long Beach; Ph.D., Purdue University.
Abramis, David J. (1985) Professor Management/Human Resources Management B.A., University of California, Santa Cruz; M.A., Ph.D. University of Michigan.	Anglin, David I. (2005) Associate Professor Music - Bob Cole Conservatory of Music B.A., San Francisco Conservatory of Music; M.A., University of California, Los Angeles; Ph.D., University of Southern California.
Abrams, Jessica (2006) Professor Communication Studies B.A., M.A., California State University, Long Beach; Ph.D., University of California, Santa Barbara.	Ao, Ka Wa (2014) Assistant Professor Health Science B.S., M.P.H., Ed.D., University of Southern California.
Acey, Roger A. (1983) Professor Chemistry and Biochemistry B.S., Ph.D., Wayne State University. Emeritus, 2012.	Arbolada-Monsalve, Luis G. (2014) Assistant Professor Civil Engineering and Construction Engineering Management B.S., National University of Colombia, Medellin; M.S., Purdue University; Ph.D., Northwestern University, Evanston.
Achola, Edwin (2013) Assistant Professor Advanced Studies in Education and Counseling B.Ed., Maseno University, Kenya; M.Ed., Indiana University, Pennsylvania; Ph.D., Virginia Commonwealth University.	Archie, James W. (1989) Professor Biological Sciences B.S., Michigan State; Ph.D., State University of New York, Stony Brook. Emeritus 2014.
Acosta-Deprez, Veronica M. (1996) Professor Health Science B.S., St. Louis University, Philippines; M.S., Ph.D., University of Wisconsin, Madison.	Arclinue, Ferdinand A. (2005) Psychologist Counseling and Psychological Services B.A., Georgetown University; M.A., New York University; Ph.D., University of Southern California.
Adams, Stephen T. (2000) Professor Advanced Studies in Education and Counseling B.A., Grinnell College; M.A., Ph.D., University of California, Berkeley.	Armento, Greg (1988) Librarian B.A., M.A., California State University, Chico; M.A.L.S., University of Wisconsin.
Aghekyan, Marine (2009) Associate Professor Family and Consumer Sciences B.S., Yerevan State Engineering University, Armenia; M.A., Ph.D., Auburn University.	Arnold, Jermie S. (2012) Assistant Professor Music - Bob Cole Conservatory of Music B.M., M.M., Brigham Young University.
Ahland, Michael (2015) Assistant Professor Linguistics B.S., University of Missouri, Columbia; M.A., University of Texas, Arlington; Ph.D., University of Oregon.	Arnold, Josh A. (1996) Professor Management and Human Resources Management B.A., Point Loma Nazarene College; M.A., Ph.D., University of Illinois at Urbana-Champaign.
Ahrens, Courtney E. (2002) Professor Psychology B.A., Smith College; M.A., Ph.D., University of Illinois, Chicago.	Arroyo, Luis L. (1995) Professor Chicano and Latino Studies B.A., M.A., University of California, Santa Barbara; Ph.D., University of California, Los Angeles. Emeritus 2014.
Ai, Ruixi (2009) Associate Professor Asian and Asian American Studies B.A., M.A., Guangzhou Institute of Foreign Languages, China; Ph.D., Harvard University.	Arroyo, Sarah J. (2003) Professor English B.S., New Mexico State University, Las Cruces; M.A., California State University, Long Beach; Ph.D., University of Texas at Arlington.
Alencar, Michelle (2015) Assistant Professor Kinesiology B.S., University of California, Davis; M.S., Ph.D., University of New Mexico.	Ary, James P. (1983) Professor Electrical Engineering B.S., St. Mary's College, California; Ph.D., Ohio State University.
Aliasgari, Mehrdad (2013) Assistant Professor Computer Engineering and Computer Science B.S., Sharif University of Technology, Iran; M.S., Ph.D., University of Notre Dame.	Asenas, Jennifer N. (2008) Associate Professor Communication Studies B.A., M.A., California State University, Long Beach; Ph.D., University of Texas, Austin.
Alimahomed-Wilson, Sabrina (2012) Assistant Professor Sociology/ Women's Gender, and Sexuality Studies B.A., M.A., University of California, Berkeley; Ph.D., University of California, Riverside.	Asgari, Shadnaz (2012) Assistant Professor Civil Engineering and Construction Engineering Management B.S., Sharif University of Technology, Iran; M.S., Ph.D., University of California, Los Angeles.
Allen, Bengt (2007) Associate Professor Biological Sciences B.A., Pomona College; M.S., San Diego State University; Ph.D., Stony Brook University.	Ashe, Pamela E. (1994) Psychologist Counseling and Psychological Services B.A., California State University, Long Beach; M.A., California State University, Dominguez Hills; Ph.D., Howard University.
Allen, Terre (1990) Interim Senior Director Faculty Center for Professional Development Professor Communication Studies B.A., Louisiana Technical University; M.A., Ph.D., Louisiana State University, Baton Rouge.	Asvathanagul, Pitiporn (2012) Assistant Professor Civil Engineering and Construction Engineering Management B.Eng., Chiang Mai University, Thailand; M.S., Ph.D., University of California, Irvine.
Amirkhan, James H. (1988) Professor Psychology B.A., Reed College; M.A., California State University, Northridge; Ph.D., University of California, Los Angeles.	Atherton, Jeffrey D. (2011) Assistant Professor School of Art B.F.A., M.F.A., Art Center College of Design, Pasadena.
Ammermann, Peter A. (1999) Associate Professor Finance B.B.A., Roanoke College; M.B.A., Ph.D., Virginia Polytechnic Institute and State University.	Atkatz, Edward (2014) Assistant Professor Music - Bob Cole Conservatory of Music B.M., Boston University; M.M., New England Conservatory, Boston.
An, Shuhua (2000) Professor Teacher Education B.A., Nanjing Normal University, China; M.B.A., Texas A&M International University; Ph.D., Texas A&M University.	Aubele, Joseph (2015) Senior Assistant Librarian University Library B.A., M.L.I.S., University of California, Los Angeles.
Andersen, Leslie N. (2002) Librarian University Library B.M., University of Southern California; M.M., M.L.S., Florida State University, Tallahassee.	Baber, Walter F. (2001) Professor Public Policy and Administration B.A., California State University, Long Beach; M.A., Ph.D., University of North Carolina, Chapel Hill.
Anderson, John (2006) Professor Film and Electronic Arts B.A., M.A., Cornell University.	Bachman, Guy F. (2002) Associate Professor Communication Studies B.A., University of Hawaii, Manoa; M.A., New Mexico State University, Las Cruces; Ph.D., Arizona State University.
	Baker, Yousef K. (2014) Assistant Professor International Studies Program

B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Santa Barbara.	History B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles.
Ban, Hyowon (2009) Associate Professor Geography B.A., M.A., Ewha Woman's University, Seoul, Korea; Ph.D., Ohio State University.	Berlemont, Renaud (2014) Assistant Professor Biological Sciences B.S., M.S., Ph.D., University of Liege, Belgium.
Banuet, Flora (2002) Professor Biological Sciences B.A., Ph.D., University of Oregon.	Berkman, Susan (2004) Associate Vice President Estate and Gift Planning B.A., University of California, Irvine; M.A., University of California, Los Angeles M.A., California State University, Los Angeles; J.D., Western State University, Fullerton.
Baralt, Lori B. (2009) Associate Professor Women's, Gender, and Sexuality Studies B.A., University of Florida; Ph.D., Michigan State University.	Berquist, Emily (2007) Associate Professor History B.A., Vassar College, Poughkeepsie, New York; M.A., Ph.D., University of Texas, Austin.
Barcellona, John (1989) Professor Music - Bob Cole Conservatory of Music B.M., University of Hartford; M.A., California State University, Long Beach; D.M.A., University of Southern California.	Besnard, Eric G. (2003) Professor Mechanical and Aerospace Engineering B.S., Ecole Des Mines, France; M.S., California State University, Long Beach; Ph.D., Claremont Graduate University.
Barjasteh, Ehsan (2015) Assistant Professor Mechanical and Aerospace Engineering and Chemical Engineering B.Sc., Sharif University of Technology, Iran; M.Sc., Ph.D., University of Southern California.	Beyer, Christiane (2010) Associate Professor Mechanical and Aerospace Engineering M.S.E., Ph.D., University of Magdeburg, Germany.
Barker, Heather R. (2012) Assistant Professor Design B.Arch, University of Cincinnati; M.Arch, Southern California Institute of Architecture, Los Angeles.	Bhandari, Deepali (2014) Assistant Professor Chemistry and Biochemistry B.S., M.S., Panjab University, India; Ph.D., Loyola University Chicago, Maywood. Bill, Andreas (2005) Professor Physics and Astronomy Conservatoire Populaire de Musique de Geneve, Switzerland; Swiss Federal Institute of Technology Lausanne; Ph.D., University of Stuttgart.
Barnes, Nielan (2005) Associate Professor Sociology B.A., San Diego State University; M.A., Ph.D., University of California, San Diego.	Billings, Alexandra S. (2014) Assistant Professor Theatre Arts M.F.A., California State University, Long Beach.
Barrack-Gardner, Michelle T. (2014) Assistant Professor Family and Consumer Sciences B.A., University of California, Los Angeles; M.S., San Diego State University; Ph.D., University of California, Davis.	Birkemeier, Richard P. (1985) Director California Institute for the Preservation of Jazz Professor Music - Bob Cole Conservatory of Music B.M.E., University of Wisconsin, Madison; M.M., Memphis State University; D.M., Northwestern University. Emeritus 2014.
Bavarian, Niloofar (2014) Assistant Professor Health Science B.S., University of California, Santa Barbara; M.P.H., Ph.D., Oregon State University.	Black, Margaret (2006) Associate Dean College of the Arts Professor School of Art B.A., Otis/Parsons School of Art; M.F.A., Yale University School of Art.
Becker, James (2013) Assistant Professor Kinesiology B.A., Middlebury College; M.S., Ph.D., University of Oregon.	Blair, Ryan C. (2013) Assistant Professor Mathematics and Statistics B.A., University of California, San Diego; M.A., Ph.D., University of California, Santa Barbara.
Becker, Matthew W. (2008) Professor Geological Sciences B.S., Michigan State; M.S., Ph.D., University of Texas, Austin.	Blaine, Rachel (2015) Assistant Professor Family and Consumer Sciences B.S., University of California, Davis; M.P.H., University of California, Los Angeles; Ph.D., Harvard University.
Behl, Richard J. (1995) Professor Geological Sciences B.A., University of California, San Diego; Ph.D., University of California, Santa Cruz.	Blankley, Elyse M. (1986) Professor Women's, Gender, and Sexuality Studies/English B.A., Rutgers University; M.A., Ph.D., University of California, Davis.
Behzad, Banafsheh (2014) Assistant Professor Information Systems B.S., Sharif University of Technology, Iran; M.S., Northern Illinois University, DeKalb; Ph.D., University of Illinois, Urbana.	Blazey, Michael A. (1990) Interim Director of Academic Facilities Academic Affairs Professor Recreation and Leisure Studies B.A., University of Oregon; M.S., South Dakota State University; Ph.D., Pennsylvania State University.
Beneck, George J. (2011) Associate Professor Physical Therapy B.S., Temple University, Philadelphia; M.S., Michigan State University; Ph.D., University of Southern California.	Blecher, Lee (2001) Professor Family and Consumer Sciences B.A., University of California, Santa Barbara; M.S., Oregon State University; M.B.A., California State University, Long Beach; Ph.D., University of Southern California.
Benitez, Juan M. (2001) Executive Director Center for Community Engagement (CCE) Associate Professor Chicano and Latino Studies B.A., M.A., Ph.D., University of California, Los Angeles.	Blomquist, Thomas (2007) Associate Professor Film and Electronic Arts B.S., Southern Illinois University.
Benken, Babette (2006) Professor Mathematics and Statistics B.A., Occidental College; M.S., Tufts University; Ph.D., University of Michigan.	Blumenthal, Sharyn C. (1988) Professor Film and Electronic Arts B.A., M.F.A., Temple University.
Benli, Omer S. (2001) Associate Dean College of Business Administration Professor Information Systems B.S., Purdue University; M.S., University of Missouri, Columbia; M.S.E., University of Michigan, Ann Arbor; Ph.D., Syracuse University.	Blutinger, Jeffrey C. (2004) Associate Professor History B.A., M.A., Ph.D., University of California, Los Angeles; J.D., University of California, Los Angeles, School of Law.
Bennish, Joseph (1988) Professor Mathematics and Statistics B.A., University of Michigan; M.S., Ph.D., University of California, Los Angeles.	Bolkan, San Steven (2009) Associate Professor Communication Studies B.A., University of San Diego; M.A., San Diego State University; M.B.A., Bloomsburg University; Ph.D., University of Texas, Austin.
Binnall, James (2015) Assistant Professor School of Criminology B.A., Gettysburg College; M.S., Wagner College; J.D., Thomas Jefferson School of Law; Ph.D., University of California, Irvine.	Bojarsky, David (1983) Professor Accountancy B.S., California State University, Los Angeles; M.A., Ph.D., University of Northern Colorado. Emeritus, 2012.
Bentley, Jeffrey (2015) Assistant Professor Management and Human Resources Management B.A., University of Rochester; M.A., New York University; Ph.D., State University of New York.	
Berberian, Hourii (1998) Professor	

- Booker, Beverly L. (2011)** **Assistant Professor**
Advanced Studies and in Education and Counseling
B.S., M.A., Hampton University, Virginia; Ph.D., University of Louisville.
- Bordeaux, Valerie (1986)** **Director**
University Outreach/School Relations
B.A., California State University, Fullerton.
- Botkin, Marie M. (2012)** **Assistant Professor**
Family and Consumer Sciences
B.A., M.A., Ph.D., University of Minnesota, St. Paul.
- Boyd-Batstone, Paul S. (2000)** **Professor**
Teacher Education
B.A., M.A., California State University, Long Beach; Ph.D., Claremont Graduate University.
- Brackens, Diedrick (2015)** **Assistant Professor**
School of Art
B.A., University of North Texas; M.F.A., California College of the Arts.
- Bradecich, Abigail A. (2013)** **Psychologist**
Counseling and Psychological Services
B.A., University of Wisconsin, Madison; Psy.D., Chicago School of Professional Psychology
- Brady, Margaret A. (1976)** **Professor**
School of Nursing
B.S.N., Marquette University; M.S., University of Colorado; Ph.D. University of California, Los Angeles.
- Brazier, Christopher R. (2001)** **Professor**
Chemistry and Biochemistry
B.S., Ph.D., University of Southampton.
- Bremer, Carolyn R. (2003)** **Professor**
Music - Bob Cole Conservatory of Music
B.F.A., California Institute of the Arts; M.A., Ph.D., University of California, Santa Barbara.
- Brevik, John (2006)** **Associate Professor**
Mathematics and Statistics
B.S., Michigan State University; M.S., University of Washington; Ph.D., University of California, Berkeley.
- Briggs, Ray A. (2003)** **Associate Professor**
Music - Bob Cole Conservatory of Music
B.A., University of Memphis; M.A. University of Redlands, CA; Ph.D., University of California, Los Angeles.
- Brocato, Jolae (2008)** **Associate Professor**
School of Social Work
B.A., M.S.W., Ph.D., Florida International.
- Brown, Kendall H. (1999)** **Associate Professor**
School of Art
B.A., M.A., University of California, Berkeley; Ph.D., Yale University.
- Brown, Lori (2007)** **Assistant Professor**
Information Systems
B.A., California State University, Long Beach; M.A., Ph.D., Northwestern University, Illinois.
- Brussian, Judith A. (1994)** **Professor**
Biological Sciences
B.A., Middlebury College, Vermont; Ph.D., University of Chicago.
- Bryant, Rebecca G. (2014)** **Assistant Professor**
Dance
B.A., University of California, San Diego; M.F.A., University of California, Los Angeles.
- Bu, Xianhui (2003)** **Professor**
Chemistry and Biochemistry
B.S., Fudan University, Shanghai, P.R. China; Ph.D., State University of New York, Buffalo.
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Chemistry and Biochemistry
B.S., M.S., Indiana University of Pennsylvania; Ph.D., University of Virginia.
- Burnett, Raymond C. (2001)** **Professor**
Journalism and Mass Communication
B.A., Ohio Wesleyan University; M.A., Ohio State University; M.A., George Washington University; Ph.D., Colorado State University.
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Public Policy and Administration
B.S., Southeast Missouri State University; M.A., Ph.D., University of Kentucky.
- Byrom, Andrew (2006)** **Professor**
School of Art
Btec., Cumbria College of Art and Design, England; B.F.A., University of East London.
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Mathematics and Statistics
B.A., University of Hawaii; M.A., Ph.D., University of Wisconsin, Madison.
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Theatre Arts
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Sociology
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Physical Therapy
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Advanced Studies in Education and Counseling
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Political Science
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Student Health Services
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Communication Studies
B.A., Ph.D. University of California, Santa Barbara; M.A., Purdue University
- Carlile, Susan L. (2001)** **Professor**
English
B.A., Taylor University; M.A., Ph.D., Arizona State University.
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Music - Bob Cole Conservatory of Music
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- Caron, Timothy P. (1998)** **Professor**
English
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Biological Sciences
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Marketing
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B.S., West Virginia University; M.A., Michigan State University.
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Sociology/Human Development
B.A., M.A., North Carolina Central University; Ph.D., North Carolina State University.
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Educational Leadership
B.S., University of Maryland, College Park; M.Ed., Oregon State University; Ph.D., University of Denver.
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Mechanical and Aerospace Engineering
B.S., Bogazici University, Turkey; M.S., Ph.D., Stanford University.
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Political Science
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Recreation and Leisure Studies
B.A., Ohio University; M.A., Ph.D., University of Utah.
- Derakhshan, Shahab (2009)** **Associate Professor**
Chemistry and Biochemistry
B.S., University of Mazandaran, Iran; M.S., Zanjan University, Iran; Ph.D., University of Waterloo, Canada.
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- Dieveney, Patrick (2007)** **Associate Professor**
Philosophy
B.A., Carleton College, Northfield, Minnesota; Ph.D., University of Arizona.
- Dillon, Jesse G. (2004)** **Professor**
Biological Sciences
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Mathematics and Statistics
B.S., Fudan University, China; M.S., Ph.D., New York University.
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Comparative World Literature and Classics
B.A., University of California, Davis; M.A., Ph.D., University of California, Santa Barbara.
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Romance, German, Russian Languages and Literatures
B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles.
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B.A., M.A., Kobe City University of Foreign Studies; M.A., Australian National University; Ph.D., University of Southern California.
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Communication Studies
B.A., Florida State University; M.A., University of Nevada, Las Vegas; Ph.D., University of Colorado.
- Doyle, Alicia M. (2003)** **Professor**
Music - Bob Cole Conservatory of Music
B.M., University of Southern California; M.A., Ph.D., University of California, Santa Barbara.
- Druzgalski, Christopher (1970)** **Professor**
Electrical Engineering
B.S., M.S., Technical University, Poland; M.S., Ph.D., Ohio State University
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Anthropology
B.A., M.A., Ph.D., University of Massachusetts, Amherst.
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Teacher Education
B.A., California Polytechnic University, San Luis Obispo; M.S., California State University, Fullerton; Ph.D., Claremont Graduate School.
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Communication Studies
B.A., M.A., Austin State University, Nacogdoches; Ph.D., Arizona State University.
- Dunagan, Colleen T. (2002)** **Professor**
Dance
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University Library
B.S., University of California, Los Angeles; M.A., University of California, Santa Cruz; M.L.I.S., University of Washington.
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School of Nursing
B.S., M.S., California State University, Long Beach; Ph.D., Azusa Pacific University.
- D'Zmura, Anne (2007)** **Professor**
Theatre Arts
B.A., Hampshire College; M.F.A., Yale University, Connecticut.
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School of Nursing
B.S.N., California State University, Long Beach; M.S.N., University of Hawaii, Honolulu; Ph.D., Walden University.
- Ebert, Todd (2001)** **Associate Professor**
Computer Engineering and Computer Science
B.S., California State University, Long Beach; M.A., Ph.D., University of California, Santa Barbara.
- Ebneshahrashoob, Morteza (1990)** **Professor**
Mathematics and Statistics
B.S., University of Tehran; M.S., Ph.D., Oklahoma State University.
- Eclihous, Nancy (1998)** **Assistant Vice President**
Student Services
B.S. Western Michigan University
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University Student Union
B.S., University of Evansville, Indiana; M.S., Southern Illinois University, Carbondale; Ed.D., California State University, Long Beach.
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Biological Sciences
B.A., Connecticut College, New London, Connecticut; Ph.D., Indiana University.
- Englert, Burkhard (2003)** **Professor**
Computer Engineering and Computer Science
B.S., University of Tübingen, Germany; M.S., Ph.D., University of Connecticut.
- Eriksen, Shelley J. (1999)** **Professor**
Human Development
B.A., Southern Oregon State College; M.A., Ph.D., University of Massachusetts at Amherst.
- Eryana, Eryana (2009)** **Associate Professor**
Health Care Administration
M.P.P.M., Ph.D., University of Southern California; M.D., Atmajaya Catholic University, Indonesia.
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Mechanical and Aerospace Engineering
B.S., M.A., Ph.D., University of California, Santa Barbara.
- Esparza, Araceli (2011)** **Assistant Professor**
English
B.S., M.A., Ph.D., University of Southern California; M.A., California State University, Northridge.
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Educational Opportunity Program
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Sociology
B.A., University of California, Los Angeles; M.A., Ph.D., University of Southern California
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Religious Studies
B.A., University of California, Berkeley; M.A., Ph.D., University of Arizona.
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Chemical Engineering
B.S., M.S., University of Tehran, Iran; Ph.D., University of Kansas.
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Health Science/Sociology
B.A., M.A., California State University, Long Beach; D.P.H. University of California, Los Angeles.
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Advanced Studies in Education and Counseling
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Linguistics
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..... Professor Computer Engineering and Computer Science B.S., Arya Mehr University of Technology, Iran; M.S., Ph.D., Warwick University, England.	Haas, Liesl (2001) Professor Political Science B.A., University of Notre Dame; M.A., Ph.D., University of North Carolina, Chapel Hill.
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Gonzalez Flores, Francisca (2014) Assistant Professor Romance, German, Russian Languages and Literatures B.A., University of Salamanca, Spain; M.A., Ph.D., Stanford University.	Hagens-Murillo, Kristi (2004) Associate Professor Advanced Studies in Education and Counseling B.A., M.A., Pepperdine University; Ph.D., University of Oregon.
Gordon, Joanne L. (1989) Professor Theatre Arts B.A., M.A., University of Witwatersrand, South Africa; Ph.D., University of California, Los Angeles. Emerita, 2013.	Hagedorn, Klaus Benjamin (2013) Assistant Professor Geological Sciences M.S., RWTH Aachen University, Germany; Ph.D., Monash University, Australia.
Graham, Heather (2015) Assistant Professor School of Art B.A., Loyola Marymount University; M.A., Ph.D., University of California, Los Angeles	Halim, May Ling (2012) Assistant Professor Psychology B.A., Stanford University; M.A., Ph.D., New York University.
Gray, Virginia (2013) Assistant Professor Family and Consumer Sciences B.S., University of Florida; M.S., Ph.D., Mississippi State University.	Haldipur, Jan (2015) Assistant Professor Sociology B.A., George Washington University; M.S.W., University of Pennsylvania; Ph.D., City University of New York.
Gredig, Thomas (2007) Associate Professor Physics and Astronomy Vordiplom, University of Basl Switzerland; M.S., Ph.D., University of Minnesota, Twin Cities.	Hall, Nancy (2007) Associate Professor Linguistics B.A., Johns Hopkins University; Ph.D., University of Massachusetts, Amherst.
Green, Yolanda (2006) Associate Professor School of Social Work B.S., Southern University; M.S.W., University of Southern California; Ph.D., University of California, Los Angeles.	Haller, Richard (1983) Executive Director Associated Students Inc. B.A., California State University, Long Beach.
Greenberg, Suzanne A. (1995) Professor English B.A., Hampshire College; M.F.A., University of Maryland.	Hamano, Fumio (1989) Professor Electrical Engineering B.E., M.S.E., Tokyo Institute of Technology; Ph.D., University of Florida.
Grenot-Scheyer, Marquita (1988) Dean College of Education	Hansen, Marissa C. (2014) Assistant Professor School of Social Work B.A., Boston University; M.S.W., Ph.D., University of Southern California.
..... Professor Advanced Studies in Education and Counseling B.A., M.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles.	Hansuvadha, Nat (2006) Associate Professor Advanced Studies in Education and Counseling / Liberal Studies B.A., University of California, San Diego; M.A., California State University, Los Angeles; Ph.D., University of Washington.
Griffin, Karin (2007) Senior Associate Librarian University Library B.A., University of California, San Diego; M.Ed., Tuskegee University; MLS, Clark Atlanta University.	Hatanaka, Janice (1984) Associate Vice President Alumni Relations and Annual Giving B.A., California State University, Long Beach.
Grinnan, Madeline Kate (2015) Assistant Professor School of Art B.F.A., Carnegie Mellon University; M.F.A., University of California, Los Angeles	Haviland, Donald (2007) Assessment Coordinator College of Education
Griswold, W. Gary (2003) Associate Professor English B.A., M.A., California State University, Long Beach; Ph.D., Claremont Graduate University. Associate Professor Advanced Studies in Education and Counseling B.A., St. Lawrence University; M.S., Ph.D., Syracuse University.
Grobar, Lisa M. (1989) Professor Economics B.A., Smith; Ph.D., University of Michigan, Ann Arbor.	Hayashino, Diane S. (2006) Psychologist Counseling and Psychological Services B.A., University of California, Davis; M.A., University of Colorado; Ph.D., University of Oregon.
Grossman-Thompson, Barbara (2015) Assistant Professor International Studies B.A., M.A., San Diego State University; Ph.D., University of Colorado, Boulder.	Hayward, Kent (2015) Assistant Professor Film and Electronic Arts B.A., University of Wisconsin; M.F.A., California Institute of the Arts.
Grutzik, Cynthia (2012) Associate Dean for Baccalaureate and Credential Programs College of Education	He, Min (2004) Associate Professor Computer Engineering and Computer Science B.S., M.S., Hunan University, P.R. China; Ph.D., Louisiana State University, Baton Rouge.
..... Associate Professor Teacher Education B.A., Westmont College, Santa Barbara; M.A., University of Arizona, Tucson; Ph.D., University of California, Los Angeles.	Hemalatha Ramachandran (2007) Associate Librarian University Library B.A., University of North London, England; M.L.S., Florida State University.
Gu, Jiyeong (2004) Associate Professor Physics and Astronomy B.S., M.S., Ph.D., Seoul National University, South Korea.	

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Academic Affairs		Teacher Education	
.....	Professor	B.A., M.A., Ph.D., University of California, Berkeley.	
Romance, German, Russian Languages and Literatures		Hu, Helen Chau (1994)	Professor
B.A., Rheinische Friedrich-Wilhelms-Universität Bonn, Germany; M.A., Washington University, St. Louis; Ph.D., University of Massachusetts.		English	
Henriques, Laura (1998)	Professor	B.A., Berea College, KY; M.A., University of Wisconsin; Ph.D., University of London.	
Science Education		Huang, Xuan (2011)	Assistant Professor
B.A., Williams College; Ph.D., University of Iowa.		Accountancy	
Herman, Martin (1989)	Professor	B.A., Soochow University, China; MA, University of Wisconsin, Milwaukee; Ph.D., University of California, Irvine.	
Music - Bob Cole Conservatory of Music		Hubbard, LaRese (2005)	Associate Professor
B.A., Duke University; M.A., University of Pennsylvania; Ph.D., University of California, Berkeley.		Africana Studies	
Hernandez, Humberto R. (2013)	Psychologist	B.S., M.S., California State University, Los Angeles; M.A., Ph.D., Temple University, Pennsylvania.	
Counseling and Psychological Services		Huckabay, Loucine (1984)	Professor
B.A., University of California, Irvine; Ph.D., Washington State University.		School of Nursing	
Herrera-Cepero, Daniel (2014)	Assistant Professor	B.S., M.S., Ph.D., University of California, Los Angeles.	
Romance, German, Russian Languages and Literatures		Huckaby, David G. (1973)	Associate Professor
Technical Engineer, Universidad Politecnica, Spain; Ph.D., University of California, Davis.		Biological Sciences	
Herscovitz, Heloiza (2006)	Associate Professor	B.S., M.S., Louisiana State University; Ph.D., University of Michigan. Emeritus, 2013.	
Journalism and Mass Communication		Hughes, Edward J. (1990)	Associate Professor
B.A., Pontifical Catholic University of São Paulo; M.A., University of Montevallo, Alabama; Ph.D., University of Florida.		Religious Studies.	
Heyse, Amy (2006)	Associate Professor	B.A., Manhattan College, New York City; M.Div., Pittsburgh Theological Seminary; M.A., Ph.D., Claremont Graduate School. Emeritus 2014.	
Communication Studies		Hultgren, Neil (2007)	Associate Professor
B.A., University of Rhode Island; M.A., Ph.D., University of Maryland.		English	
Hickman, Roger C. (1988)	Professor	B.A., Augustana College, Illinois; M.A., Ph.D., University of Virginia.	
Music - Bob Cole Conservatory of Music		Hung, Pei-Fang (2013)	Assistant Professor
B.A., University of California, Irvine; M.A., Ph.D., University of California, Berkeley.		Communicative Disorders	
High, Jeffrey L. (2002)	Professor	B.S., Chung Shan Medical University, Taiwan; M.S., Ph.D., University of Oregon.	
Romance, German, Russian Languages and Literatures		Hytrek, Gary (2002)	Professor
B.A., University of Massachusetts, Boston; M.A., Ph.D., University of Massachusetts, Amherst.		Sociology	
Hill, Grant M. (2001)	Professor	B.A., California State University, Bakersfield, M.A., Ph.D., University of California, Los Angeles.	
Kinesiology		Igmen, Ali (2006)	Associate Professor
B.A., Northwest College of the Assemblies of God; B.A., M.Ed., Seattle Pacific University; Ph.D., University of Iowa.		History	
Hintzen, Paul M. N. (1992)	Professor	B.A., Uludag University, Turkey; M.A., University of Pittsburgh; Ph.D., University of Washington.	
Physics/Astronomy		Ireland, Connie M. S. (2003)	Professor
B.S., University of Minnesota, Minneapolis; Ph.D., University of Arizona.		School of Criminology, Criminal Justice, and Emergency Management	
Hlousek, Zvonimir (1990)	Professor	B.A., M.A., Ph.D., University of California, Irvine.	
Physics and Astronomy		Jacques, David Martin (1998)	Professor
B.Sc., University of Zagreb, Yugoslavia; M.S., Ph.D., Brown University.		Theatre Arts	
Hoffman, Michael A. (2002)	Professor	B.F.A., University of Miami; M.F.A., Southern Methodist University.	
Computer Engineering and Computer Science		Jadalla, Ahlam A. (2008)	Associate Professor
B.A., University of New Orleans; M.S., University of Southern Mississippi; Ph.D., Louisiana State University, Baton Rouge.		School of Nursing	
Holliday, Peter J. (1998)	Professor	B.S.N., University of Jordan, Amman; M.S.N., Georgetown University; Ph.D., Loma Linda University.	
School of Art		Jaffe, Alexandra M. (2001)	Professor
B.A., Columbia University; M.Phil., Ph.D., Yale University.		Linguistics / Anthropology	
Holk, Gregory (2000)	Associate Professor	B.A., University of Delaware; M.A., Ph.D., Indiana University Bloomington.	
Geological Sciences		Jaikumar, Prashanth (2009)	Associate Professor
B.S., Arizona State University; M.S., Ph.D., California Institute of Technology.		Physics and Astronomy	
Homer, Pamela M. (1991)	Professor	B.S., Delhi University, India; M.S., Indian Institute of Technology, India; Ph.D., Stony Brook University.	
Marketing		Jang, Long-Kuan (1984)	Professor
B.A., Michigan State University; M.A., M.B.A., University of Colorado, Boulder; Ph.D., University of Oregon.		Chemical Engineering	
Hong, Jin Gi (2015)	Assistant Professor	B.S., M.S., National Taiwan University; Ph.D., University of Southern California.	
Civil Engineering and Construction Engineering Management		Janousek, Kelly S. (1988)	Librarian
B.S., Hong-ik University, Korea; M.S., Cornell University; Ph.D., Georgia Institute of Technology, Atlanta.		B.A., Western Michigan University; M.L.S., University of Pittsburgh.	
Hood, David C. (1966)	Professor	Jarvis, Jeffrey (2005)	Associate Professor
History		Music - Bob Cole Conservatory of Music	
B.A., University of California, Santa Barbara; Ph.D., University of Southern California.		Jenks, Andrew (2006)	Professor
Hotchkiss, Wilhelmina L. (1990)	Associate Professor	History	
English		B.A., Bucknell University; M.A., University of Michigan; Ph.D., Stanford University.	
B.A., California State University, Fullerton; Ph.D., University of California, Los Angeles.		Jennings, Lisa K. (2009)	Associate Professor
Hou, Jack W. (1989)	Professor	School of Social Work	
Economics		B.A., Faulkner University; M.S.W., Ph.D., University of Alabama.	
B.A., National Taiwan University; M.A., Ph.D., Yale University.		Jersky, Brian (2016)	Provost and Senior Vice President
Hovind, Tor A. (1995)	Professor	Academic Affairs.....	Professor
School of Art		Mathematics and Statistics	
B.F.A., California State University, Long Beach; M.F.A., Syracuse University.		B.Sc., University of the Witwatersrand, South Africa; M.S., Ph.D., Cornell University.	
Howell, Jayne (1994)	Professor	Jeynes, William H. (2001)	Professor
Anthropology		Teacher Education	
B.A., State University of New York, Geneseo; M.A., Ph.D., State University of New York, Stony Brook.		B.A., University of Wisconsin, Madison; M.Ed., Harvard University; Ph.D., University of Chicago.	

Ji, Hongyu (1999)	Professor	Kermode, Lloyd E. (2000)	Professor
School of Art		English	
B.F.A., Central Academy of Fine Arts, Beijing, China; M.F.A., State University of New York, New Paltz.		B.A., Sheffield University, Sheffield, England; M.Phil., Shakespeare Institute, University of Birmingham, England; M.A. Johns Hopkins University; Ph.D., Rice University.	
Jocoy, Christine (2004)	Associate Professor	Ketola, Jarline (2006)	Associate Professor
Geography		School of Nursing	
B.A., Vassar College, NY; M.S., Ph.D., Pennsylvania State University.		B.S., California State University, Los Angeles; M.S., California State University, Long Beach; Ph.D., Wright Institute of Los Angeles.	
Johnson, Ann M. (2003)	Associate Professor	Khalil, Kholoud M. (2014)	Assistant Professor
Communication Studies		School of Nursing	
B.S., University of Utah; M.A., University of New Mexico; Ph.D., University of Massachusetts.		B.S.N., Jordan University of Science and Technology, Irbid; M.S.N., Al-Quds University, Israel; Ph.D., University of San Diego.	
Johnson, Darren (2013)	Assistant Professor	Khatra, Balwant S. (1987)	Professor
Biological Sciences		Biological Sciences	
B.S., University of Victoria, Canada; M.A., University of California, Santa Cruz; Ph.D., Oregon State University.		B.V. Sc., Veterinary College, Hissar, India; B.S., M.S., Punjab University, India Ph.D., University of Leeds, England. Emeritus, 2013.	
Johnson, Keith R. (1997)	Professor	Khoo, I-Hung (2006)	Associate Professor
Dance		Electrical Engineering	
B.S., Brigham Young University; M.F.A., University of Utah.		B.S., M.S., California State University, Long Beach; Ph.D., University of California, Irvine.	
Johnson, Kevin E. (2012)	Associate Professor	Kiang, Melody (1999)	Professor
Communication Studies		Information Systems	
B.A., M.A., California State University, Long Beach; Ph.D., University of Texas, Austin.		B.B.A., National Chengchi University, Taiwan; M.S., University of Wisconsin, Madison; Ph.D., University of Texas, Austin.	
Johnson, Lorin (2005)	Associate Professor	Kim, Barbara W. (2002)	Professor
Dance		Asian and Asian American Studies	
B.A., M.A., University of Southern California.		B.A., Pomona College; M.A., Ph.D., University of Michigan, Ann Arbor.	
Johnson, Thomas G. (1989)	Professor	Kim, Eun Heui (2001)	Professor
Computer Engineering and Computer Science		Mathematics and Statistics	
B.A., Oberlin College; M.S., Youngstown State University; Ph.D., University of California, Davis.		B.S., Chung-Ang University; M.A., Indiana University at Bloomington; Ph.D., University of Connecticut.	
Johnston, Michael W. (1987)	Psychologist	Kim, Hye Jeong (2014)	Associate Professor
Counseling and Psychological Services		Family and Consumer Sciences	
B.A., Missouri Southern State College; M.S., University of Kansas; Ed.D., Indiana University, Bloomington.		B.A., Catholic University of Korea; M.S., Ohio State University; Ph.D., Iowa State University.	
Jones, F. Stanley (1988)	Professor	Kim, Jin-Lee (2009)	Associate Professor
Religious Studies		Civil Engineering and Construction Engineering Management	
B.A., Yale University; B.A., M.A., Oxford University; Dr.Theology, Universitaet Goettingen, Federal Republic of Germany.		B.S., Chungbuk National University, Korea; M.E., Ph.D., University of Florida.	
Joshee, Jeet (2008)	Dean	Kim, Jinwon (2014)	Assistant Professor
College of Continuing and Professional Education		Economics	
Ed.D., University of Massachusetts, Amherst.		B.A., M.A., Sogang University, Korea; Ph.D., University of California, Irvine.	
Kaminsky, Arnold P. (1986)	Professor	Kim, Mimi E. (2014)	Assistant Professor
Asian and Asian American Studies/History		School of Social Work	
B.A., M.A., Ph.D., University of California, Los Angeles. Emeritus, 2013.		B.S., University of Minnesota, Minneapolis; M.S.W., New York University; Ph.D., University of California, Berkeley.	
Kang, Christine (2015)	Assistant Professor	Kim, Simon S. (2000)	Interim Associate Vice President
Marketing		Research and Sponsored Programs	
B.A., Seoul National University; M.S., Stanford University; Ph.D., University of Michigan, Ann Arbor.		Professor
Karadjov, Christopher (2005)	Associate Professor	Advanced Studies in Education and Counseling	
Journalism and Mass Communication		B.A., Westminster College, Fulton, Missouri; M.S., University of Kentucky; Ph.D., University of Southern California.	
M.A., Sofia University, Bulgaria; Ph.D., University of Florida.		Kim, Sookhyun (2015)	Associate Professor
Karenga, Maulana N. (1989)	Professor	Family and Consumer Sciences	
Africana Studies		B.S., Sook Myung Women's University, Korea; M.S., Ph.D., Virginia Polytechnic Institute and State University.	
B.A., M.A., University of California, Los Angeles; Ph.D., United States International University; Ph.D., University of Southern California.		Kim, Sung Eun (2005)	Professor
Kasimis, Demetra F. (2012)	Assistant Professor	Mathematics and Statistics	
Political Science		B.S., University of Alaska; M.S., University of California, Irvine; Ph.D., University of California, Riverside.	
B.A., M.A., Columbia University; Ph.D., Northwestern University.		Kingsford, Laura (1980)	Dean
Kataoka, Hiroko C. (1998)	Professor	College of Natural Sciences and Mathematics	
Asian and Asian American Studies		Professor
B.A., Kobe College, Japan; M.A., Ph.D., University of Illinois, Urbana-Champaign		Biological Sciences	
Kearney, Patricia (1987)	Professor	B.S., Boise State University; Ph.D., University of Utah.	
Communication Studies		Kisiel, James F. (2003)	Professor
B.S., Illinois State University; M.A., University of Oklahoma, Norman; Ed.D., West Virginia University. Emerita, 2013.		Science Education	
Keely, Beth R. (1995)	Professor	B.S., Case Western Reserve University, Ohio; M.S., University of California, Los Angeles; Ph.D., University of Southern California.	
School of Nursing		Klaus, Jeffrey J. (1997)	Associate Vice President
B.A., M.S., California State University, Los Angeles; M.A., Ph.D., Claremont Graduate School.		Dean of Students
Kelleher, Marie A. (2003)	Professor	Division of Student Services	
History		B.A., Boise State University, Idaho; M.P.A., California State University, Long Beach.	
B.A., Lewis and Clark College, Portland; M.A., Ph.D., University of Kansas.		Klein, Alexander M. (2009)	Associate Professor
Kelly, Kenneth T. (2001)	Director	Philosophy	
Student Transition and Retention Services		B.A., Wesleyan University; M.A., Ph.D., Indiana University; Ed.D., University of LaVerne.	
B.S., Westfield State College; M.S., University of Southern California.			
Kelly, Kimberly R. (2013)	Assistant Professor		
Human Development			
B.A., University of Massachusetts, Lowell; M.A., Ph.D., University of California, Los Angeles.			
Kelty, Thomas K. (2003)	Associate Professor		
Geological Sciences/Science Education			
B.S., San Jose State University; M.S., University of Southern California; Ph.D., University of California, Los Angeles.			

Klein, Kenji L. (2014)	Assistant Professor	Kwon, Chuhee (1999)	Professor
Management and Human Resource Management B.A., Pomona College, Claremont; M.A., University of Hawaii, Manoa; M.B.A., Ph.D., University of California, Irvine.		Physics and Astronomy B.S., Seoul National University, Korea; M.S., Pohang Institute of Science and Technology, Korea; Ph.D., University of Maryland, College Park.	
Klein, Wendy L. (2009)	Associate Professor	Lacey, John M. (1989)	Professor
Linguistics/Anthropology B.A., Middlebury College; M.A., Stanford University; Ph.D., University of California, Los Angeles.		Accountancy B.S., M.B.A., University of Southern California; Ph.D., University of California, Los Angeles.	
Kleinfelder, Karen L. (1993)	Professor	Lacey, Kathleen A. (2000)	Professor
School of Art B.A., M.A., Ph.D., University of Michigan.		College of Business Administration B.A., San Diego State University; M.B.A., J.D., University of Southern California.	
Kleinpeter, Christine B. (1999)	Professor	Lam, Brian T. (2003)	Professor
School of Social Work B.A., University of California, Irvine; M.S.W., University of Southern California; Psy.D., Pepperdine University.		School of Social Work B.A., California State University, Fullerton; M.S.W., California State University, Long Beach; Ph.D., Columbia University, New York.	
Kleinpeter, John (2009)	Associate Professor	Lam, Shui F. (1985)	Professor
Design B.A., Louisiana Tech University; M.F.A., California State University, Fullerton.		Computer Engineering and Computer Science B.S., Chinese University of Hong Kong; M.S., Ph.D., Pennsylvania State University.	
Klig, Lisa S. (1990)	Professor	Landon, Lora R. (2005)	Associate Professor
Biological Sciences B.A., University of Massachusetts, Amherst; M.S., Oberlin College; Ph.D., Albert Einstein College of Medicine.		Geological Sciences B.A., Pomona College, Claremont, CA; Ph.D., University of Minnesota, Twin Cities.	
Klink, Eileen S. (1990)	Professor	Lanza, Haydee Isabella (2014)	Assistant Professor
English B.A., University of California, Los Angeles; M.A., California State University, Long Beach; Ph.D., University of Southern California.		Human Development B.A., Williams College; M.A., Pepperdine University; Ph.D., Temple University.	
Ko, Yu-Fu (2009)	Associate Professor	Laris, Paul S. (2002)	Professor
Civil Engineering and Construction Engineering Management B.S., National Taipei University of Technology, Taiwan; M.S., Ph.D., University of California, Los Angeles.		Geography B.S., University of California, Los Angeles; M.S., San Jose State University; M.A., Ph.D., Clark University, Massachusetts.	
Kochan, Roman V. (1969)	Dean	Lascano, Marcy (2006)	Associate Professor
Library Services		Philosophy B.A., University of Washington; M.A., Ph.D., University of Massachusetts, Amherst	
.....	Librarian	Lax, Melvin (1977)	Professor
B.A., M.A., University of Manitoba; M.L.S., University of British Columbia.		Mathematics and Statistics B.S., M.S., Ph.D., Rensselaer Polytechnic Institute.	
Korogodsky, Danila Z. (1996)	Associate Professor	Le, Son V. (1986)	Professor
Theatre Arts M.F.A., Leningrad Institute of Theatre. Emeritus 2014.		Finance B.S., M.S., Ph.D., Iowa State University.	
Korosteleva, Olga (2002)	Professor	LeBank, Ezra (2011)	Assistant Professor
Mathematics and Statistics B.S., Wayne State University, Detroit; M.S., Ph.D., Purdue University.		Theatre Arts B.A., State University of New York; M.F.A., Smith College, Massachusetts.	
Koval, James E. (1985)	Interim Dean	Lee, Cheryl D. (2000)	Professor
College of Health and Human Services		School of Social Work B.A., George Washington University; M.S.W., Arizona State University; Ph.D., Arizona State University.	
.....	Professor	Lee, Chia-Hsiu (Sophie) (1998)	Professor
Family and Consumer Sciences B.S., Creighton University, Nebraska; M.S., Texas Technological University; Ph.D., Oregon State University.		Information Systems B.S., National Chiao-Tung University, Taiwan; M.B.A., Ph.D., University of Texas, Austin.	
Kress, Jeffrey L. (2001)	Associate Professor	Lee, Christopher T. (2000)	Professor
Kinesiology B.S., M.S., California State University, Fullerton; Ph.D., University of Kansas.		Geography B.S., Northern Arizona State University, Flagstaff; M.A., California State University, Fullerton; Ph.D., University of Arizona.	
Kreysa, Peter G. (2002)	Associate Professor	Lee, Chung-min (2007)	Associate Professor
Family and Consumer Sciences B.S., M.A., University of Maryland, College Park; Ph.D., University of Southern California.		Mathematics and Statistics B.S., M.S., National Taiwan University; Ph.D., Indiana University.	
Krishnan, Sudha (2007)	Professor	Lee, Diane W. (1999)	Professor
Accountancy B.Com., M.Comm., Bombay University, India; Ph.D., University of Southern California.		Psychology B.A., California State University, Long Beach; Ph.D., University of California, Berkeley.	
Krishnan, Vennila (2013)	Associate Professor	Lee-Fruman, Kay K. (1999)	Professor
Physical Therapy BPT, Pondicherry University, India; MIT, Manipal University, India; Ph.D., University of Delaware.		Biological Sciences B.A., University of California, Berkeley; Ph.D., Harvard University.	
Krumpak, Thomas J. (1986)	Professor	LeMaster, Barbara C. (1997)	Professor
School of Art B.F.A., San Francisco Art Institute; M.F.A., California State University, Long Beach.		Anthropology/Linguistics B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles.	
Kukalis, Sal M. (1986)	Professor	Lemme, Rebecca K. (2014)	Assistant Professor
Management and Human Resources Management B.S., M.B.A., American University, Cairo; Ph.D., University of Arizona.		Dance B.A., Princeton University; M.F.A., California Institute of the Arts.	
Kumar, Rajendra (1983)	Professor	Lewis, Trinidad J. (2003)	Associate Professor
Electrical Engineering B. Tech., M. Tech., Indian Institute of Technology; Ph.D., University of Newcastle, Australia. Emeritus, 2012.		Teacher Education B.A., University of California, Los Angeles; M.Ed., Bridgewater State College, MA; Ed.D., Boston University.	
Kumrow, David E. (2000)	Associate Professor	Li, Guotong (2007)	Associate Professor
School of Nursing B.Sc., Gannon University, Pennsylvania; B.S.N., Niagara University, New York; M.S.N., State University of New York, Buffalo; Ed.D., University of Southern California.		History B.A., Peking University, China; M.A., National University of Singapore; Ph.D., University of California, Davis.	
Kuo, Margaret (2007)	Associate Professor	Li, Lijuan (1998)	Professor
History B.A., M.A., Ph.D., University of California, Los Angeles; J.D., Georgetown University, Washington, D.C.		Chemistry and Biochemistry B.Sc., Jilin University, P.R. China; Ms.Sc./Ph.D., Jilin University, P.R. China; Ph.D., McMaster University, Ontario, Canada.	

- Li, Linna (2013)** **Assistant Professor**
Geography
B.S., Peking University, China; M.S., University of South Carolina; Ph.D., University of California, Santa Barbara.
- Li, Xin (2001)** **Professor**
Teacher Education
B.A., Southwest China Teacher's University; M.A., Ph.D., University of Toronto.
- Li, Xuhui (2007)** **Associate Professor**
Mathematics and Statistics
B.S., M.S., East China Normal University; Ph.D., University of Texas, Austin.
- Li, Yan (2014)**..... **Assistant Professor**
Mechanical and Aerospace Engineering
B.S.M.E., Yanshan University, China; M.S.M.E., Shanghai Jiao Tong University, China; Ph.D., Georgia Institute of Technology, Atlanta.
- Lin, Ping (2006)** **Associate Professor**
Accountancy
B.S., Beijing Institute of Technology; M.S., Central University of Banking and Finance; Ph.D., University of California, Irvine.
- Lindsay, Cecile (2004)** **Vice Provost and Dean of Graduate Studies**
Academic Affairs
- **Professor**
Romance, German, Russian Languages and Literatures
B.A., California State University, Fullerton; M.A., Ph.D., University of California, Irvine.
- Lipo, Carl P. (2002)** **Professor**
Anthropology
B.S., M.A., University of Wisconsin, Madison; Ph.D., University of Washington, Seattle.
- Liu, Ping (1999)** **Professor**
Teacher Education
B.A., Qufu Teachers University, China; M.A., University of International Relations, China; Ph.D., Texas A&M University.
- Liu, Xuemei (2003)** **Professor**
Economics
B.A., Central University of Finance and Banking, Beijing; M.A., California State University, Long Beach; Ph.D., University of California, Berkeley.
- Liu, Ying (2007)** **Associate Professor**
Information Systems
B.S., XiAn JiaoTong University, China; M.S., South China University of Technology; M.S., University of Southern California; Ph.D., University of Arizona.
- Livingston, Brian T. (2008)** **Professor**
Biological Sciences
B.S., University of California, Santa Barbara; Ph.D., University of California, Berkeley.
- Lo, Chih-Cheng (2009)** **Associate Professor**
Chemical Engineering
B.S., National Chung Hsing University, Taiwan; M.E., Ph.D., Texas A&M University.
- Locks, Angela M. (2008)** **Associate Professor**
Advanced Studies in Education and Counseling
B.A., M.A., Ph.D., University of Michigan, Ann Arbor.
- Loewe, Ronald (2006)** **Professor**
Anthropology
B.A., Earlham College; M.A., University of Illinois, Chicago; Ph.D., University of Chicago.
- Lopez, Dennis (2011)** **Assistant Professor**
English
B.A., California State University, Fullerton; M.A., California State University, Northridge; Ph.D., University of California, Irvine.
- Lopez, Kristina (2013)** **Assistant Professor**
Social Work
B.A., M.A., California State University, Northridge; MSW, Ph.D., University of Michigan.
- Lopez, Marco A. (1987)** **Professor**
Chemistry and Biochemistry
B.S., California State University, Los Angeles; M.S., Ph.D., University of California, San Diego.
- Lopez-Zetina, Javier (2000)** **Associate Professor**
Health Science
B.A., University of Veracruz, Mexico; M.A., University of Houston; Ph.D., University of Texas, Houston.
- Losquadro, Michael (2006)**
Associate Vice President
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B.A., California State University, Fullerton.
- Lowe, Christopher G. (1998)** **Professor**
Biological Sciences
B.A., Barrington College; M.S., California State University, Long Beach; Ph.D., University of Hawaii, Manoa.
- Lowentrou, Peter M. (1984)** **Professor**
Religious Studies
B.A., University of California, Riverside; Ph.D., University of Southern California.
- Lu, Bei (2005)** **Associate Professor**
Mechanical and Aerospace Engineering
B.S., M.S., Shanghai Jiatong University, China; Ph.D., North Carolina State University.
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- Luhr, Eileen (2006)** **Associate Professor**
History
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- Ma, Yulong (1997)** **Professor**
Finance
B.S., Xi'an University of Electronic Science and Technology, China; M.B.A., University of Hawaii; Ph.D., University of Houston.
- Macaulay, Craig D. (2014)**..... **Assistant Professor**
Management and Human Resource Management
B.S., Ph.D., University of Texas, Dallas.
- Madding, Carolyn Conway (1989)** **Professor**
Communicative Disorders
B.S., Ohio State University; M.A., California State University, Fullerton; Ph.D., Claremont Graduate University.
- Mahoney, Charles (2013)** **Assistant Professor**
Political Science
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- Malizia, Thomas W. (2005)** **Director**
Office of Student Conducted & Ethical Development
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- Malm, Aili (2006)** **Associate Professor**
School of Criminology, Criminal Justice, and Emergency Management
B.A., M.A., Ph.D., Simon Fraser University, Canada.
- Malotte, C. Kevin (1999)** **Professor**
Health Science
B.A., Chapman College; M.A., Claremont Graduate School; P.H., University of California, Los Angeles. Emeritus 2014.
- Mangir, Tulin E. (1994)** **Professor**
Electrical Engineering
M.S., University of Southern California; B.S., Ph.D., University of California, Los Angeles. Emerita, 2013.
- Manke, Beth (2002)**..... **Professor**
Human Development
B.S., University of Arizona; M.S., Ph.D., Pennsylvania State University .
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Biological Sciences
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- Mao, Yuping (2015)**..... **Assistant Professor**
Communication Studies
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Computer Engineering and Computer Science
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Asian and Asian American Studies
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Mechanical and Aerospace Engineering
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International Studies
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- Marinez, Eric R. (2003)** **Associate Professor**
Chemistry and Biochemistry
B.S., M.S., California State University, Los Angeles; Ph.D., University of Southern California.
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School of Art
B.F.A., California State University, Long Beach; M.F.A., Alfred University.
- Marshall, Suzanne G. (1999)**..... **Associate Professor**
Family and Consumer Sciences
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Martinez, Larry F. (1989) Professor Political Science B.A., M.A., Ph.D., University of California, Santa Barbara.	Minaie, Babak (2013) Professor Mechanical and Aerospace Engineering B.S., Sharif University of Technology, Iran; M.S., Iowa State University; Ph.D., University of Minnesota, Minneapolis.
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McAbee, Douglas (1997) Professor Chemistry and Biochemistry B.A., Point Loma College; Ph.D., University of Texas Southwestern Medical School.	Miyoshi, Kimiko (2005) Associate Professor School of Art B.A., California State University, Long Beach; MFA, University of New Mexico.
McCroskey, Lynda L. (1999) Associate Professor Communication Studies B.A., West Virginia University; M.A., Arizona State University; Ph.D., University of Oklahoma.	Mizelle, D. Brett (2001) Professor History B.A., Georgetown University; M.A., Ph.D., University of Minnesota.
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McGuire, Anthony W. (2011) Assistant Professor School of Nursing B.S.N., California State University, Long Beach; M.S.N., Ph.D., University of California, Los Angeles.	Mohr, William (2006) Associate Professor English B.A, University of California, Los Angeles; M.A., Ph.D., University of California, San Diego.
McKay, Valerie C. (1988) Professor Communication Studies B.A., Humboldt State University; M.A., West Virginia University; Ph.D., University of Oklahoma.	Moisio, Risto (2007) Associate Professor Marketing B.A., Satakunta Polytechnic, Finland; M.S., University of Southern Denmark; Ph.D., University of Nebraska.
McMicken, Betty (2006) Associate Professor Communicative Disorders B.A., M.A., Ph.D., University of Southern California.	Molidor, Christian E. (2011) Professor School of Social Work B.A., University of Dallas, Irving; M.S.W., Loyola University, Chicago; Ph.D., University of Illinois, Chicago.
McPherson, Mary Beth (2001) Associate Professor Communication Studies B.A., M.A., California State University, Long Beach; Ph.D., Ohio University.	Monge, Alvaro E. (1999) Professor Computer Engineering and Computer Science B.S., University of California, Riverside; M.S., Ph.D., University of California, San Diego.
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Medoff, Marshall H. (1979) Professor Economics B.S., Illinois Institute of Technology; M.S., University of Illinois, Champaign; Ph.D., University of California, Berkeley. Emeritus, 2011.	Moore, William S. (2000) Associate Professor Graduate Center for Public Policy and Administration B.A., Washington and Jefferson College; M.P.A., University of Pittsburgh; M.A., Ph.D., Syracuse University.
Medora, Nilufer P. (1989) Professor Family and Consumer Sciences B.A., St. Xavier's College, India; M.S., Maharaja Sayajirao University, India; M.S., University of Arkansas; Ph.D., University of Nebraska.	Moreno, Jose F. (2004) Associate Professor Chicano and Latino Studies B.A., University of California, Irvine; M.Ed., Ed.D., Harvard University.
Mena, Robert A. (1988) Professor Mathematics and Statistics B.S., M.S., Ph.D., University of Houston.	Moreno-Alcaraz, Rosa O. (1998) Psychologist Counseling and Psychological Services B.A., Loyola Marymount University; M.A., Ph.D., California School of Professional Psychology.
Merryfield, Kent G. (1988) Professor Mathematics and Statistics B.A., Rice University; M.S., Ph.D., University of Chicago.	Morales-Ponce, Oscar (2015) Assistant Professor Computer Engineering and Computer Science B.S., M.S., National Autonomous University of Mexico; Ph.D., Carleton University, Canada.
Meyer-Adams, Nancy (2005) Associate Professor School of Social Work B.S.W., M.S.W., Florida International University, Miami; Ph.D., University of Tennessee.	Mosher, Jerry (2006) Associate Professor Film and Electronic Arts B.A., M.A., Ph.D., University of California, Los Angeles.
Mezyk, Stephen P. (2001) Professor	Moshirvaziri, Khosrow (1990) Professor Information Systems B.S., Arya Mehr Technical University, Iran; M.S., Stanford University; Ph.D., University of California, Los Angeles.

Mozumdar, Mohammad M. (2012)	Assistant Professor	University of Texas at Arlington.
Electrical Engineering B.Sc., Bangladesh University of Engineering and Technology; M.Sc., Aachen Technical University, Germany; Ph.D., Politecnico University of Turin, Italy.		
Müller-Stosch, Johannes (2007)	Associate Professor	Nguyen, Huong Tran (2005)
Music - Bob Cole Conservatory of Music B.M., Columbus State University; M.M., University of Cincinnati; DMA, University of Rochester.		Associate Professor Teacher Education B.A., San Diego State University; M.A., Point Loma University; Ph.D., University of California, Riverside.
Müller, Markus E. (2001)	Associate Professor	Nguyen, T. Hung (2006)
Romance, German, Russian Languages and Literatures B.A., University of Tübingen; M.A., University of Kansas; Ph.D., University of California, Los Angeles.		Associate Professor Civil Engineering and Construction Engineering Management B.S., M.S., Concordia University, Canada; Ph.D., Pennsylvania State University.
Mun, Jung Mee (2015)	Assistant Professor	Nguyen, Thang N. (1999)
Family and Consumer Sciences B.A., Catholic University of Korea; M.A., Ewha Woman's University, Korea; Ph.D., University of Minnesota, Minneapolis.		Associate Professor Information Systems B.S., Laval University, Quebec; M.S., Georgia Institute of Technology; Ph.D., George Mason University.
Murdock, Caitlin E. (2003)	Professor	Nguyen, Thuc-Doan (2008)
History B.A., Swarthmore College, PA; M.A., Emory University; Ph.D., Stanford University.		Assistant Professor Marketing B.E., Ho Chi Minh University, M.B.A., Asian Institute of Technology, Thailand; Ph.D., University of Utah.
Murgolo, Frank D. (2003)	Professor	Nguyen-Rodriguez, Selena Thi (2012)
Computer Engineering and Computer Science B.A., California State University, Fullerton; M.S., Ph.D., University of California, Irvine.		Assistant Professor Health Science B.A., California State University, Long Beach; M.P.H., Ph.D., University of Southern California.
Murray, John (2007)	Professor	Noble, Charles (1987)
Advanced Studies in Education and Counseling B.A., State University of New York, Brockport; M.A., Arizona State University; Ed.S., Wright State University; Ph.D., Ohio State University.		Professor Political Science B.A., Cornell University; M.A., University of California, Los Angeles; Ph.D., University of California, Berkeley. Emeritus, 2013.
Murray, William L. (2001)	Professor	Noguera, Norma A. (2001)
Mathematics and Statistics B.S., Georgetown University; Ph.D., University of California, Berkeley.		Associate Professor Mathematics and Statistics B.A., Universidad Nacional, Heredia; M.Ed., Ph.D., Ohio University.
Nagai, Chikako (2007)	Associate Professor	Nolan, Lawrence P. (1997)
School of Social Work B.A., Seattle Pacific University; M.S.W., University of Washington; Ph.D., Smith College.		Professor Philosophy B.A., M.A., Ph.D., University of California, Irvine.
Nakai, Karen Kawai (1999)	Executive Assistant to the President	Nou, Leakhena (2005)
Office of the President		Associate Professor Sociology B.A., California State University, Fullerton; M.A., University of Hawaii at Manoa; M.S.W. Columbia University, NY Ph.D., University of Hawaii at Manoa.
.....	Professor	Nutter El Ouardani, Christine (2014)
Advanced Studies in Education and Counseling B.A., M.S., University of California, Los Angeles; Ed.D., Pepperdine University.		Assistant Professor Human Development B.A., Michigan State University; M.A., Ph.D., University of Chicago.
Nakajima, Mikiko (2009)	Associate Professor	O'Brien, Jonathan J. (2014)
Kinesiology B.S., International Christian University, Tokyo; M.S., California State University, Long Beach; Ed.D., University of Southern California.		Assistant Professor Educational Leadership B.A., California State University, Long Beach; M.S., University of Central Missouri; Ed.D., University of California, Irvine.
Nakayama, Kensaku (1987)	Professor	Ocampo, Alaine (2015)
Chemistry and Biochemistry B.S., Ph.D., University of California, Los Angeles.		Assistant Professor Speech-Language Pathology B.A., M.A., California State University, Long Beach; Ph.D., Chapman University.
Narayanawami, Vasanthy (2008)	Associate Professor	O'Connor, Daniel (1999)
Chemistry and Biochemistry B.S., University of Madras, India; M.S., University of Mysore, India; Ph.D., Indian Institute of Technology.		Interim Associate Dean College of Liberal Arts
Nash, Rebecca (2013)	Assistant Professor
Criminal Justice B.S., California State University, Los Angeles; M.S., California State University, Long Beach; Ph.D., Simon Fraser University, British Columbia.		Associate Professor Political Science/Liberal Studies B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles.
Nasr, Elhami B. (2002)	Professor	Odell, Anne P. (2012)
Civil Engineering and Construction Engineering Management B.S., M.S., California State University, Long Beach, Ph.D., University of Colorado.		Assistant Professor School of Nursing B.S.N., Regents College, New York; M.S.N., University of Southern California; Ph.D., University of San Diego.
Nayak, Aparna (2006)	Associate Professor	O'Donnell, Julie A. (1994)
Romance, German, Russian Languages and Literatures B.A., University of Bombay, India; M.A., Ph.D., University of Pittsburgh.		Professor School of Social Work B.A., University of Wyoming; M.A., Eastern Washington College; Ph.D., University of Washington.
Nazari, Masoud (2015)	Assistant Professor	O'Gorman, Hugh (2002)
Electrical Engineering B.S., K.N. Toosi University of Technology, Iran; M.S., Ph.D., Carnegie Mellon University.		Professor Theatre Arts B.A., Cornell University; M.F.A., University of Washington, Seattle.
Neff, Hector (2002)	Professor	Ojeda-Aristizabal, Claudia (2015)
Anthropology B.A., Stanford University; M.A., Ph.D., University of California, Santa Barbara.		Assistant Professor Physics and Astronomy B.A., Universidad de los Andes, Colombia; M.S., Ecole Normale Supérieure, France; Ph.D., University of Paris, France.
Nelms, Barbara J. (1974)	Professor	O'Lawrence, Henry (2001)
School of Nursing B.S.N., University of Iowa; M.N., Ph.D., University of California, Los Angeles. B.A., Rutgers University; M.S., Ph.D., University of Miami. Emerita, 2012.		Professor Health Care Administration B.S., Winston-Salem State University; M.S., University of North Carolina at Greensboro; Ph.D., Pennsylvania State University.
Newberger, Florence A. (2001)	Professor	Onderdonk, Nathan (2007)
Mathematics and Statistics B.A., B.S., University of California, Santa Cruz; Ph.D., University of Maryland, College Park.		Associate Professor Geological Sciences B.S., Principia College; M.S., Ph.D., University of California, Santa Barbara.
Ng, Chen Feng (2008)	Associate Professor	Orozco, Cynthia Marie (2014)
Economics B.A., Princeton University, M.A., Ph.D., University of California, Irvine.		Senior Assistant Librarian University Library B.A., University of California, Irvine; M.L.I.S., San Jose State University.
Nguyen, Hieu (2007)	Associate Professor	Ortiz, Anna M. (2003)
Marketing B.A., Hanoi Foreign Studies University, Vietnam; M.A., Texas Christian University; Ph.D.,		Professor Advanced Studies in Education and Counseling B.S., University of California, Davis; M.A., Ohio State University, Columbus; Ph.D., University of California, Los Angeles.

B.A., Valparaiso University; M.A., Naval Post-graduate School, Monterey.

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 Communicative Disorders
 B.S., M.S., California State University, Long Beach; Ph.D., Claremont Graduate University.

Ostrowski, John W. (1988) **Professor**
 Public Policy and Administration
 B.A., Youngstown State University; M.A., Ph.D., Kent State University.

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 Design
 B.F.A., California State University, Long Beach; M.Arch., California Polytechnic State University, Pomona.

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 Sociology
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 Biological Sciences
 B.S., Long Island University; Ph.D., University of Southern California.

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 Teacher Education/Liberal Studies
 B.A., University of Chicago; M.A., Ph.D., University of California, Berkeley.

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 Religious Studies
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 Physics and Astronomy
 M.S., Ph.D., University of Debrecen, Hungary.

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 School of Art
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 Civil Engineering and Construction Engineering Management
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Park, Sunook (2006) **Professor**
 School of Art
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 College of the Arts
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 Dance
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 Journalism and Mass Communication
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Pasztor, Eileen Mayers (1999) **Professor**
 School of Social Work
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 Sociology
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 Teacher Education
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 Advanced Studies in Education and Counseling
 B.A., St. Xavier's College, Bombay, India; B.Ed., M.Ed., SNDT Women's University, Bombay, India; M.S., Ed.S., Miami University, Ohio; Ph.D., University of Illinois at Urbana-Champaign.

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 Psychology
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Perez, Eduardo L. (2007) **Associate Professor**
 Design
 B.Arch., California State Polytechnic University, Pomona; M.Arch., Southern California Institute of Architecture.

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 Computer Engineering and Computer Science
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Perez Huber, Lindsay (2012) **Assistant Professor**
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Phengpis, Chanwit (2006) **Professor**
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 Religious Studies
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- Qiu, Tianjiano (2007)** **Associate Professor**
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- Rae-Espinoza, Heather (2007)****Associate Professor**
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- Rahal, Hamid R. (1989)****Associate Dean for Research**
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Philosophy
B.A., DePauw University; M.A., Ph.D., University of Massachusetts, Amherst.
- Rajpoot, Subhash (1990)****Professor**
Physics and Astronomy
B.Sc., Ph.D., Imperial College, London.
- Ramachandran, Hemalatha (2007)****Librarian**
University Library
B.A., University of North London, England; M.L.S., Florida State University.
- Ramirez, Genevieve M. (1974)****Professor**
Chicano and Latino Studies
B.A., M.A., Rosary College, Illinois; Ph.D., University of California, Los Angeles. Emerita, 2013.
- Ranney, Martha J. (2001)****Associate Professor**
School of Social Work
B.S., M.S.W., California State University, Long Beach; Ph.D., University of Southern California.
- Ransom, Brittany (2015)****Assistant Professor**
School of Art
B.F.A., Ohio State University; M.F.A., University of Illinois, Chicago.
- Rasmussen, Amy Carol (2006)****Associate Professor**
Political Science
B.A., M.A., California State University, Long Beach; Ph.D., Yale University.
- Ratanasiripong, Paul (2008)****Professor**
Advanced Studies in Education and Counseling
B.A., University of California, Berkeley; M.A., Ph.D., Wright Institute, Graduate School of Psychology.
- Reddy, Sabine B. (2001)****Associate Professor**
Management and Human Resources Management
M.A., Western Michigan University; Ph.D., University of Illinois at Urbana-Champaign.
- Redouane, Najib (1999)**.....**Professor**
Romance, German, Russian Languages and Literatures
B.A., FACLIP, Paris, France; M.A., Université Laval, Quebec, Canada; M.A., Ph.D., University of Toronto, Canada.
- Reed, Jennifer (2006)****Professor**
Women's, Gender, and Sexuality Studies
B.A., Loyola Marymount University; M.A., Ph.D., University of California, Irvine.
- Reese, Leslie (2001)****Professor**
Teacher Education
B.A., Stanford University; M.A., California State University, Long Beach; Ph.D., University of California, Los Angeles.
- Reiboldt, Wendy L. (1992)****Professor**
Family and Consumer Sciences
B.S., Miami University, Ohio; M.S. and Ph.D., Ohio State University.
- Reynolds, Grace (2007)****Associate Professor**
Health Care Administration
B.A., Macalester College; M.A., University of Alaska Anchorage; Ph.D., University of Southern California.
- Rezaei, Ali (2002)** **Professor**
Advanced Studies in Education and Counseling
B.S., M.S., Shiraz University, Iran; Ph.D., University of Calgary, Canada.
- Rhee, Thomas A. (1988)**.....**Professor**
Finance
B.A., Hankuk University of Foreign Seoul, Korea; M.A., Kent State University; M.A., University of Chicago; Ph.D., Wayne State University. Emeritus 2014.
- Rich, Marc D. (2001)****Professor**
Communication Studies
B.A., M.A., California State University, Northridge; Ph.D., Southern Illinois University, Carbondale.
- Richards, Catherine R. (2004)** **Associate Professor**
Advanced Studies in Education and Counseling
B.A., M.A., University of California, Riverside; Ph.D., University of California, Santa Barbara.
- Richesson, Robin A. (2002)** **Professor**
School of Art
B.A., M.F.A., California State University, Long Beach.
- Richmond, Laurel (2015)****Assistant Professor**
Recreation and Leisure Studies
B.S., Northern Arizona University; M.S., California State University, Long Beach; Ph.D., University of Georgia.
- Riedel, Kyle (2003)** **Professor**
School of Art
B.S., Portland State University, Oregon; M.F.A., University of Texas, Austin.
- Rios-Ellis, Britt K. (1994)** **Professor**
Health Science
B.A., M.S., Ph.D., University of Oregon.
- Riposa, Gerry (1989)** **Professor**
Political Science
B.A., Old Dominion University; Ph.D., University of California, Riverside. Emeritus, 2012.
- Rivera-Chang, Jose L. (2001)** **Professor**
Design
B.F.A., Catholic University; M.A., Ohio State University.
- Roberts, Pamela K. (1989)** **Professor**
Human Development
B.A., University of California, San Diego; M.A., Notre Dame; M.A., Western Michigan; Ph.D., University of Wisconsin.
- Roberts-Corb, Carol (2009)** **Director**
Housing and Residential Life
B.A., University of California, Santa Barbara; M.A., University of Vermont, Burlington.
- Robertson, Terrence P. (2014)**..... **Interim Associate Dean**
College of Health and Human Services
.....**Professor**
Recreation and Leisure Studies
B.S., University of Nevada; M.S., Ph.D., University of Utah.
- Robinson, Jessica L. (2014)**..... **Assistant Professor**
Management and Human Resource Management
B.S., Central Michigan University; M.S., Arizona State University; Ph.D., Georgia Southern University.
- Robinson, Subrina (2013)** **Assistant Professor**
Communication Studies
B.A., M.A., Southeast Missouri State University, Cape Girardeau; Ph.D., Southern Illinois University, Carbondale.
- Rock, Cheryl R. (2014)**..... **Assistant Professor**
Family and Consumer Sciences
B.S., M.S., Alabama A & M University; Ph.D., University of Florida.
- Rodríguez, Christine M. (1999)** **Professor**
Geography
B.A., M.A., California State University, Northridge; Ph.D., Clark University, Massachusetts.
- Rodríguez, Jose I. (1995)** **Professor**
Communication Studies
B.A., M.A., California State University, Long Beach; Ph.D., Michigan State University.
- Rodríguez, Rigoberto (2007)** **Associate Professor**
Chicano and Latino Studies
B.A., M.A., University of California, Irvine; Ph.D., University of Southern California.
- Rodríguez, Victor M. (2000)** **Associate Professor**
Chicano and Latino Studies
B.A., University of Puerto Rico, Rio Piedras, Puerto Rico; M.A., Ph.D., University of California, Irvine. Emeritus 2014.
- Rojas, Maythee G. (2001)** **Professor**
Chicano and Latino Studies
B.A., Pomona College; Ph.D., Arizona State University.
- Rosenkrantz, Max Langan (2003)** **Associate Professor**
Philosophy
B.A., Johns Hopkins University; Ph.D., University of Texas, Austin.
- Rourke, Bryan C. (2004)** **Associate Professor**
Biological Sciences
B.S., College of William and Mary, VA; Ph.D., University of California, Irvine.
- Rouso-Schindler, Steven N. (2008)** **Associate Professor**
Anthropology
B.A., University of Maryland; M.A., Ph.D., University of Southern California.
- Roy, Rudabeh Nazarinia (2013)** **Assistant Professor**
Family and Consumer Sciences

B.A., M.A., University of British Columbia, Vancouver; Ph.D., Kansas State University.	Schramm, Michael (2007) Associate Professor
Rozenek, Ralph (1988) Professor	Chemistry and Biochemistry
Kinesiology	B.S., State University of New York, Syracuse; M.S., Ph.D., University of Chicago.
B.S., M.S., University of California, Los Angeles; Ph.D., Auburn University. Emeritus, 2013.	Schrank, Sarah L. (2002) Professor
Rubio, Olga G. (1997) Professor	History
Teacher Education	Baccalaureate de Francais, Lycee Marcelin Berthelot, France; B.A., McGill University,
B.S., Texas A & I University; M.S., University of Texas at San Antonio; Ph.D., University of Pennsylvania.	Canada; Ph.D., University of California, San Diego.
Russell, Jessica (2013) Assistant Professor	Schrock, Rebecca (2007) Associate Professor
Communication Studies	School of Art
B.A., M.A., California State University, Sacramento; Ph.D., Michigan State University.	B.A., University of Nebraska-Lincoln; M.F.A., Massachusetts College of Art.
Russo, Albert C. (1988) Professor	Schroeder, Jan M. (1999) Professor
Physical Therapy	Kinesiology
B.S., M.S., Ph.D., Louisiana State University, Baton Rouge. Emeritus, 2013.	B.A., Chapman College, Orange, California; M.S., California State University, Fullerton;
Ruwedel, Mark A. (2002) Professor	Ph.D., University of Kansas.
School of Art	Schug, Robert A. (2010) Assistant Professor
B.F.A., Kutztown University of Pennsylvania; M.F.A., Université Concordia.	School of Criminology, Criminal Justice, and Emergency Management
Saadeh, Shadi (2007) Associate Professor	B.A., M.S., California State University, Los Angeles; M.A., Ph.D., University of Southern California.
Civil Engineering and Construction Engineering Management	Schürer, Norbert E. (2003) Professor
B.S., University of Jordan, Amman, Jordan; M.S., Washington State University; Ph.D., Texas A&M University.	English
Sachdeva, Darshan (1973) Professor	B.A., Hochschule der Künste, Berlin; M.A., Freie Universität, Berlin; Ph.D., Duke University.
Finance	Schwans, Jason P. (2012) Assistant Professor
B.A., Panjab University; M.S., Florida State University; Ph.D., University of California.	Chemistry and Biochemistry
Sack, Joshua (2015) Assistant Professor	B.A., Augustana College, South Dakota; M.S., Ph.D., University of Chicago.
Mathematics	Sciortino, Antonella (2004) Professor
B.S., University of Wisconsin, Madison; Ph.D., Indiana University.	Civil Engineering and Construction Engineering Management
Safer, Alan M. (2000) Professor	B.S., Politecnico di Bari, Italy; M.S., Ph.D., University of California, Los Angeles.
Mathematics and Statistics	Scott-Hayward, Christine S. (2013) Assistant Professor
B.S., Syracuse University; M.S., Ohio State University; M.S., Southern Illinois University; Ph.D., University of Wyoming.	School of Criminology, Criminal Justice, and Emergency Management
Saint-Germain, Michelle A. (1995) Professor	B.C.L., University College Dublin, Ireland; M.A., University of Chicago; Ph.D., New York University.
Public Policy and Administration	Scotton, Paul (2005) Professor
B.A., University of California Berkeley; M.S., M.P.A., California State University, Hayward; Ph.D., University of Southern California. Emerita, 2012.	Comparative World Literature and Classics
Saltzman, William R. (2001) Professor	M.A., University of California Santa Barbara; B.A., University of Illinois, Urbana; Ph.D., University of Pennsylvania.
Advanced Studies in Education and Counseling	Segalla, Angelo (2001) Professor
M.A., Ph.D., University of Maryland, College Park.	Mathematics and Statistics
Sanchez-H., Jose (1988) Professor	B.A., Kean College of New Jersey; M.A., University of California, Los Angeles; M.A., University of Florida; Ph.D., University of California, Los Angeles.
Film and Electronic Arts	Sexauer, Roxanne D. (1990) Professor
B.A., Universidad Autonoma de Guadalajara, Mexico; M.A., Ph.D., University of Michigan. Emeritus 2014.	School of Art
Sandoval, Anna M. (1998) Professor	B.F.A., University of Iowa; M.F.A., State University of New York.
Chicano and Latino Studies	Seyburn, Patricia (2006) Associate Professor
B.A., University of California, Santa Barbara; M.A., Ph.D., University of California, Santa Cruz.	English
Sanfilippo, David (1978) Director	B.S., M.S., Northwestern University; Ph.D., University of Houston
Disabled Student Services	Shafer, David A. (2002) Professor
B.A., San Jose State University.	History
Santhiveeran, Janaki (1999) Professor	B.A., University of California, Los Angeles; J.D., Loyola Law School; Ph.D., University of London, England.
School of Social Work	Shaffer, Gwen L. (2012) Assistant Professor
B.S., M.S.W., Madurai Kamaraj University, Madurai, India; Ph.D., Barry University, Florida.	Journalism and Mass Communication
Sathianathan, Dhushy (2009) Interim Associate Vice President for Academic Planning	B.A., University of Michigan, Ann Arbor; M.A., Ph.D., Temple University, Philadelphia.
Academic Affairs	Shahian, Bahram (1983) Professor
B.S., Oklahoma State University; M.S., Ph.D., Penn State University.	Electrical Engineering
Satterfield, Debra J. (2014) Associate Professor	B.S., University of Texas, Austin; M.S., Stanford University, Ph.D., University of California, Los Angeles.
Design	Shaked, Nizan (2006) Associate Professor
B.S., Morningside College, Sioux City; M.F.A., Iowa State University.	School of Art
Sauceda, James S. (1988) Director	P.P.C., Beit Berl College, Midrasha School of Art, Israel; M.A., University of California, Los Angeles; M.F.A., Otis College of Art and Design.
Multicultural Center	Shankar, Praveen (2011) Assistant Professor
..... Professor	Mechanical and Aerospace Engineering
Communication Studies	B.S.M.E., Bangalore University, India; M.S., Ph.D., Ohio State University, Columbus.
B.A., M.A., California State University, Long Beach; Ph.D., University of Southern California.	Shehab-Eldeen, Tariq (2004) Professor
Scenters-Zapico, John T. (2014) Professor	Civil Engineering and Construction Engineering Management
English	B.A., M.S., King Fahd University of Petroleum and Minerals, Saudi Arabia; Ph.D., Concordia University, Quebec, Canada.
B.A., University of Wisconsin, Parkside; M.A., Northern Arizona University; Ph.D., University of Arizona.	Shely, Nancy S. (2001) Professor
Scheer, Helen (2015) Assistant Professor	English
Film and Electronic Arts	B.A., Murray State University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Kansas. Emerita, 2013.
B.A., University of California, Santa Cruz; M.F.A., Stanford University.	Schick, Evan (2015) Assistant Professor
Schefski, Harold K. (1986) Professor	Kinesiology
Romance, German, Russian Languages and Literatures	B.A., University of California, Santa Barbara; M.S., California State University, Fullerton;
B.A., University of California, Davis; M.A., Ph.D., Stanford University. Emeritus, 2013.	Ph.D., University of Toledo.
Scherwin, Vicki M. (2009) Assistant Professor	Shim, Beom Sik (2014) Assistant Professor
Management and Human Resources Management	School of Art
B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles.	B.F.A., Chung Ang University, Seoul Korea; M.F.A., California Institute of the Arts.

Shimoga, Sandhya V. (2014)	Assistant Professor	Soni, Praveen K. (1991)	Professor
Health Care Administration		Marketing	
B.S., Mangalore University, India; M.S., University of Maryland, University Park; Ph.D., University of California, Los Angeles.		B.T., Indian Institute of Technology; M.B.A., Indian Institute of Management; Ph.D., Pennsylvania State University.	
Shin, Fay H. (2001)	Professor	Sorin, Eric J. (2007)	Associate Professor
Teacher Education		Chemistry and Biochemistry	
B.A., University of California, Los Angeles; M.S., Ph.D., University of Southern California.		B.S., University of California, Riverside; Ph.D., Stanford University, California.	
Schryer, Emily (2015)	Assistant Professor	Span, Sherry A. (2000)	Professor
Human Development		Psychology	
B.A., Ph.D., University of Waterloo, Canada.		B.A., Tufts University; M.A., California State University, Long Beach; M.A., Ph.D., University of Southern California.	
Shockley, Alan F. (2008)	Associate Professor	Speirs, Susanna B. (2004)	Professor
Music - Bob Cole Conservatory of Music		School of Art	
B.M., University of Georgia, Athens; M.M., Ohio State University; MFA, Ph.D., Princeton University.		B.F.A., Syracuse University, NY; M.F.A., University of Washington.	
Shrader, John W. (2011)	Assistant Professor	Stallones, Jared R. (2011)	Professor
Journalism and Mass Communication		Single-Subject (Secondary) Credential Program Coordinator	
B.A., University of Nebraska, Lincoln; M.S., San Jose State University.		B.A., M.A., Ph.D., University of Texas, Austin.	
Shon, Young-Seok (2006)	Professor	Stankowich, Theodore (2012)	Assistant Professor
Chemistry and Biochemistry		Biological Sciences	
B.S., M.S., Sogang University, Korea; Ph.D., University of Houston.		B.A., Cornell University; M.S., Ph.D., University of California, Davis.	
Sidorov, Dmitrii (2002)	Associate Professor	Star, Lisa M. (2011)	Assistant Professor
Geography		Civil Engineering and Construction Engineering Management	
B.S., M.A., Moscow State University, Moscow; Ph.D., University of Minnesota, Minneapolis. Siegel, Fran (2002)	Professor	B.S., M.S., Ph.D., University of California, Los Angeles.	
School of Art		Steimetz, Seiji (2005)	Associate Professor
B.F.A., Tyler School of Art, Temple University; M.F.A., Yale University.		Economics	
Silveira, Carlos A. (1997)	Professor	B.S., M.A., San Jose State University; Ph.D., University of California, Irvine.	
School of Art		Steiner, Barry H. (1968)	Professor
B.S., Universidade Federal do Rio Grande do Sul; M.F.A., Northern Illinois University; Ph.D., Texas Tech University.		Political Science	
Simeonov, Simeon (2014)	Assistant Professor	B.A., University of Southern California; Ph.D., Columbia University. Emeritus, 2012.	
Music – Bob Cole Conservatory of Music		Stephens, Heather M. (2012)	Assistant Professor
B.M., Eastman School of Music; Artist Diploma, Violin; M.M., Yale University.		Economics	
Simms, Matthew T. (2003)	Professor	B.A., Duke University, North Carolina; M.B.A., Ph.D., Ohio State University	
School of Art		Sterling, Lindsey (2015)	Assistant Professor
B.A., University of California, Santa Cruz; M.A., University of Rochester, NY; Ph.D., Harvard University.		Psychology	
Sinay, Tony (2003)	Professor	B.S., University of California, Los Angeles; M.S., Ph.D., University of Washington, Seattle.	
Health Care Administration		Stevenson, Judith (2007)	Assistant Professor
B.S., M.S., Istanbul Technical University, Turkey; Ph.D., Saint Louis University.		Human Development	
Sinchak, Kevin (2006)	Associate Professor	B.A., University of California, Berkeley; M.A., University of the Witwatersrand, South Africa; Ph.D., University of California, Los Angeles.	
Biological Sciences		Stewart, David (2007)	Associate Professor
B.S., Ph.D., Michigan State University.		Religious Studies	
Sinha, Praveen (2009)	Professor	B.S., University of Oregon; M.A., University of Utah; Ph.D., University of California, Berkeley.	
Accountancy		Stewart, Marian (2007)	Associate Professor
B.A., M.A., Lucknow University, India; Ph.D., Carnegie Mellon University.		School of Art	
Slater, Charles (2006)	Professor	B.F.A., M.F.A., California State University, Long Beach.	
Advanced Studies in Education and Counseling		Stone, Craig (1994)	Associate Professor
B.A., University of Minnesota; M.A., Occidental College; Ph.D., University of Wisconsin-Madison.		American Indian Studies/School of Art	
Slowinska, Katarzyna (2004)	Professor	B.A., M.A., M.F.A., California State University, Long Beach.	
Chemistry and Biochemistry		Stone, Jon R. (2004)	Professor
M.S., Warsaw University, Poland; Ph.D., University of California, Berkeley.		Religious Studies	
Slowinski, Krzysztof (2001)	Interim Associate Dean for Instruction and Curriculum	B.A., Jessup University, San Jose, CA; M.A., Pacific Christian College; M.A., Ph.D., University of California, Santa Barbara.	
College of Natural Sciences and Mathematics		Stout, David A. (2014)	Assistant Professor
.....		Mechanical and Aerospace Engineering	
.....		B.Sc., California State University, Long Beach; Ph.D., Brown University.	
.....		Strahl, Ronald J. (1986)	Professor
.....		English	
.....		B.A., DePauw University; M.A., Ph.D., Indiana University, Bloomington.	
.....		Straits, William (2005)	Professor
.....		Science Education	
.....		B.S., University of California, Irvine; M.A., California State University, Fullerton; M.Ed., Ph.D., University of Texas, Austin.	
.....		Strauss, Judith P. (2000)	Professor
.....		Management and Human Resources Management	
.....		B.A., Ph.D., University of Iowa.	
.....		Strybel, Thomas Z. (1986)	Professor
.....		Psychology	
.....		B.A., Wayne State University; M.A., California State University, Los Angeles; Ph.D., University of Arizona, Tucson.	
.....		Su, Xuemei (2007)	Associate Professor
.....		Management and Human Resources Management	
.....		B.A., M.A., Dongbei University of Finance and Economics, China; Ph.D., University of Wisconsin.	
.....		Suaray, Kagba (2005)	Associate Professor
.....		Mathematics and Statistics	
.....		B.S., California State University, Long Beach; Ph.D., University of California, San Diego.	
Song, Myunggook (2015)	Assistant Professor		
Marketing			
B.A., M.A., Seoul National University, Korea; M.B.A., University of Rochester; Ph.D., Texas A&M University, College Station			

Sultana, Rebeka (2011)Assistant Professor Civil Engineering and Construction Engineering Management B.S., Bangladesh University of Engineering and Technology, India; M.C.E., Purdue University, Lafayette; Ph.D., University of California, Irvine.	Torres-Santos, Raymond (2011) Professor Bob Cole Conservatory of Music B.A., Puerto Rico Conservatory of Music; M.A., Ph.D., University of California, Los Angeles.
Sun, Lei (2011)Assistant Professor Communicative Disorders B.A., National Taipei University, Taiwan; M.A., Shih Hsin University, Taiwan; M.S., Ph.D., University of Oregon, Eugene.	Tortorici-Luna, Joanne (2000) Professor Advanced Studies in Education and Counseling B.A., California State University, Los Angeles; M.A., University of California, Los Angeles; Ph.D., University of Southern California.
Symcox, Linda S. (2000) Professor Teacher Education B.A., University of California, Los Angeles; M.A., University of California, Santa Barbara; Ph.D., University of California, Los Angeles. Emerita 2014.	Travis, Tiffini A. (1999) Librarian University Library B.A., University of California, Berkeley; M.L.I.S., University of California, Los Angeles.
Taber, Ryan (2013)Assistant Professor Art B.F.A., University of Hartford; M.F.A., California Institute of the Arts.	Tredway, Thomas (2015) Assistant Professor Design B.A., Oberlin College; M.A., M.Phil., Bard College, New York.
Takemoto, Mary Ann M. (2005) Associate Vice President Student Services & Interim Director of Student Health and Services B.A., Columbia University; Ph.D., Indiana University.	Tsai, Houn-Wei (2009) Associate Professor Biological Sciences B.S., M.S., National Taiwan University, Taiwan; M.S., University of California, Los Angeles; Ph.D., University of Kentucky.
Takeuchi, Michiko (2009)Assistant Professor History B.A., M.A., California State University, Long Beach; Ph.D., University of California, Los Angeles.	Tsang, Chit-Sang (1988) Professor Electrical Engineering B.S., Louisiana State University; M.S., Ohio State University; Ph.D., University of Southern California.
Talberg, Jonathan (2000) Professor Music - Bob Cole Conservatory of Music B.M., Chapman University, Orange, California; M.M., D.M.A., University of Cincinnati.	Tuveson, Richard V. (1983) Associate Professor Family and Consumer Sciences B.A., St. Cloud State University; M.S., Ph.D., Iowa State University, Ames.
Tapavicza, Enrico (2013)Assistant Professor Chemistry and Biochemistry M.S., University of Bayreuth, Germany; Ph.D., Ecole Polytechnique Federale de Lausanne, Switzerland.	Underwood, Dessie L. (1999) Professor Biological Sciences B.A., California State University, Fresno; M.S., Ph.D., University of California, Davis.
Tarrant, Shira (2006) Professor Women's, Gender, and Sexuality Studies B.A., California State University, Long Beach; M.A., Ph.D., University of California, Los Angeles	Urizar, Jr., Guido (2006) Associate Professor Psychology B.S., University of Miami; Ph.D., University of Florida.
Taylor, Andrea (2006) Vice President University Relations and Development B.A., University of Kansas, Lawrence; M.S., California State University, Long Beach.	Utley, Ebony (2006) Associate Professor Communication Studies B.A., Indiana University; M.A., Ph.D., Northwestern University.
Taylor, Carmen (2014) Vice President Student Services Ph.D., M.S., Iowa State University. B.S., Northern Illinois University.	Vaca, Andrew B. (2002) Professor Dance B.A., California State University, Sacramento; M.F.A., University of California, Los Angeles.
Teng, Robert K. F. (1989) Professor Electrical Engineering B.S., Mississippi State University; M.S., Ph.D., Purdue.	Vail, Leland S. (1995) Professor Music - Bob Cole Conservatory of Music B.M., M.A., California State University, Long Beach; D.M.A., Claremont Graduate School. Emeritus, 2012.
Terzic, Vesna (2014) Assistant Professor Civil Engineering and Construction Engineering Management B.S., University of Belgrade, Serbia; M.S., Saints Cyril and Methodius University of Skopje, Macedonia; Ph.D., University of California, Berkeley.	Valentini, Robert C. (1989) Professor Mathematics and Statistics B.A., Carnegie-Mellon; M.S., Ph.D., Ohio State University.
Teubner, David C. (2005) Associate Professor Design B.A., California State University, Long Beach; M.A., California State University, Fullerton.	van Elk, Marie A. (2000) Professor English M.A., University of Amsterdam; M.A., Ph.D., Rice University.
Thibeault, Marie C. (1989) Professor School of Art B.F.A., Rhode Island School of Design; M.A., San Francisco State University; M.F.A., University of California, Berkeley.	Van Otterloo, Lucy (2013) Assistant Professor School of Nursing B.S.N., California State University, Los Angeles; M.S.N., Azusa Pacific University; Ph.D., University of San Diego.
Thien, Deborah (2006) Professor Geography B.A., University of Victoria, Canada; M.S. University of Northern British Columbia, Canada; Ph.D., University of Edinburgh, United Kingdom.	Vargas, Tiffanye M. (2012) Associate Professor Kinesiology B.A., University of Texas at Austin; M.A., Ph.D., Michigan State University.
Thoman, Dustin B. (2008) Associate Professor Psychology B.A., Middle Tennessee State University; M.A., Ph.D., University of Utah.	Velcic, Vlatka (2001) Professor Comparative World Literature and Classics B.A., University of Zagreb; M.A., Ph.D., University of California, Los Angeles.
Thomas, Marshall W. (2001) Director Veteran Affairs Services B.A., M.A., Ed.D., California State University, Long Beach.	Vettore, Enrico (2007) Associate Professor Romance, German, Russian Languages and Literatures B.A., University of Padua, Padua, Italy; M.A., Ph.D., University of Oregon.
Tian, Fangyuan (2015) Assistant Professor Chemistry and Biochemistry B.E., Jilin University, China; Ph.D., University of Delaware, Newark.	Vickovic, Samuel (2015) Assistant Professor School of Criminology B.A., University of California, Irvine; M.S., California State University, Long Beach; Ph.D., Arizona State University.
Toji, Dean S. (1999) Assistant Professor Asian and Asian American Studies B.A., California State University, Los Angeles; M.A., Ph.D., University of California, Los Angeles.	Viet, Ngo N. P. (1989) Professor Mathematics and Statistics B.S., University of Minnesota; Ph.D., University of California, Berkeley.
Toossi, Reza (1991) Professor Mechanical and Aerospace Engineering B.S., University of Technology, Iran; M.S., Ph.D., University of California, Berkeley.	Vipond, Dianne L. (1988) Professor English B.S., McGill University, Montreal; M.A., Concordia University, Montreal; Ph.D., York University, Toronto.
Torabzadeh, Jalal (1986) Professor Mechanical and Aerospace Engineering B.S., Abadan Institute of Technology, Iran; M.S., Ph.D., University of Southern California.	Vogel, Brenda L. (2001) Professor School of Criminology, Criminal Justice, and Emergency Management B.S., M.S., University of North Carolina at Charlotte; Ph.D., University of California, Irvine.
	von Brecht, James H. (2014) Assistant Professor Mathematics and Statistics B.S., M.S., Ph.D., University of California, Los Angeles.

Vu, Kim-Phuong (2005) Professor Psychology B.A., California State University, Long Beach; M.S., Ph.D., Purdue University.	Weers, Paul M. M. (2003) Professor Chemistry and Biochemistry M.S., Ph.D., Utrecht University, Netherlands.
Wagdy, Mahmoud F. (1989) Professor Electrical Engineering B.S., M.S., Cairo University; Ph.D., Kansas State University.	Wegener, Frederick (1998) Professor English B.A., Columbia University; M.A., Ph.D., Harvard University.
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